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Connecting Activities in School-to-Career Programs: *A User's Manual*

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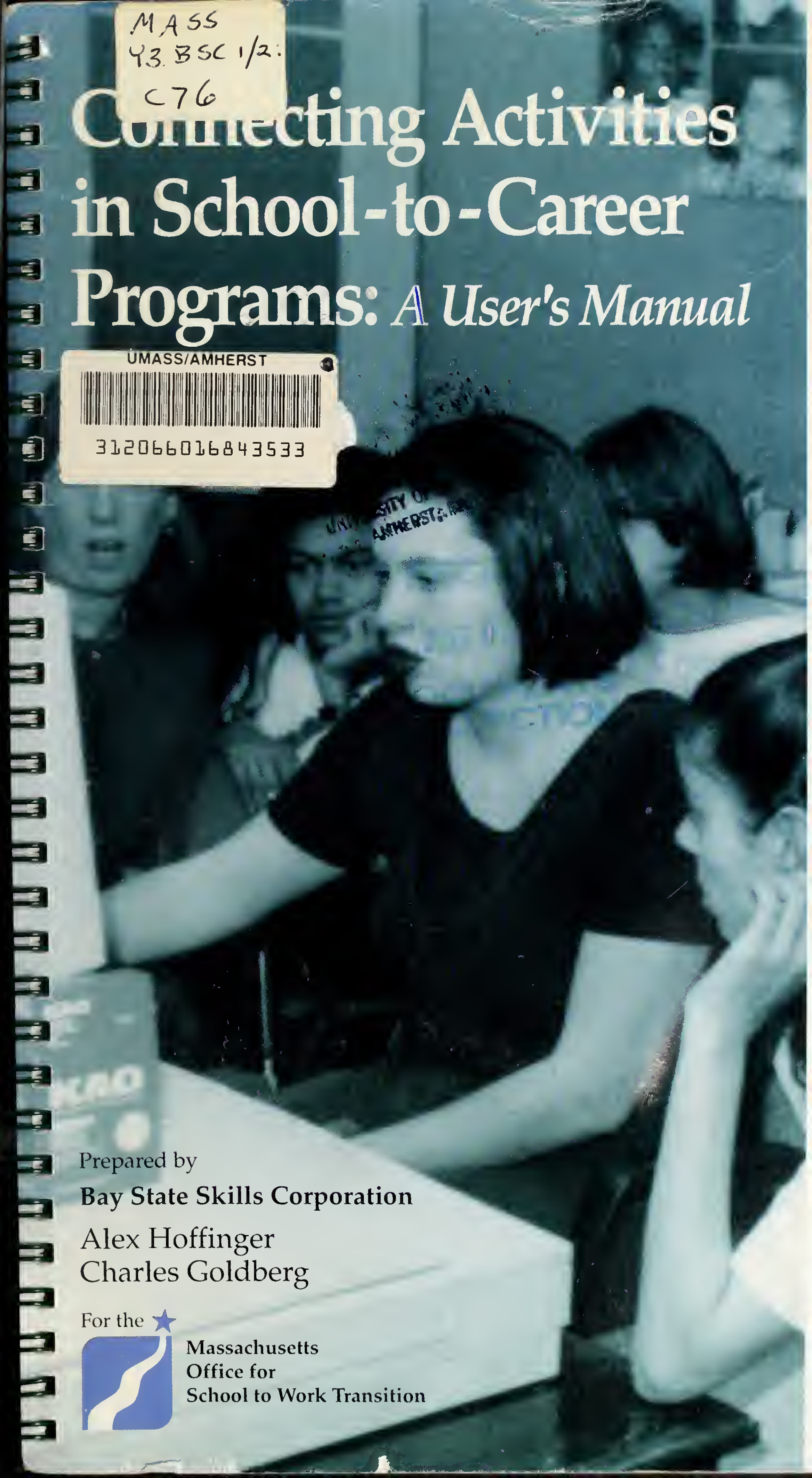

Prepared by

Bay State Skills Corporation

Alex Hoffinger
Charles Goldberg

For the
Massachusetts
Office for
School to Work Transition

CONNECTING ACTIVITIES IN SCHOOL-TO-CAREER PROGRAMS: A USER'S MANUAL

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PREPARED BY
BAY STATE SKILLS CORPORATION
ALEX HOFFINGER
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FOR THE
MASSACHUSETTS OFFICE FOR SCHOOL TO WORK TRANSITION
JULY 1995

Dear School-to-Work Colleague:

The process of moving from schooling to working, from childhood to adulthood, is a difficult one for all of us and for all of our children. For some, it is an almost overwhelming challenge. Too many young people either never finish school or graduate without the real skills for working or continuing to learn. Too many of our youth leave formal schooling without any relevant work experience and lacking the ability to connect with employers in a difficult labor market. It will take the best efforts from all of us to create systems that can do a better job of preparing all youth for the responsibilities of adult life.

Our work in building a school-to-work system tries to make those connections. It is an ambitious and challenging effort. Yet we are already able to observe from existing practice how and why students can be better connected with work-based opportunities.

This manual provides local partnerships and program operators baseline information on 'connecting activities' within the context of school-to-work programs. To better understand the nature of connecting activities, the Massachusetts Office for School to Work Transition and Bay State Skills Corporation (BSSC) explored some of the nation's leading school-to-work efforts to identify connecting activities that are essential for student success. While the initial publication was primarily intended for Massachusetts practitioners, we recognize that the information is valuable for a wider audience. Accordingly, BSSC has agreed to disseminate the manual nationally.

We would like to acknowledge the work done on this publication by many people, especially those practitioners whose professional efforts are devoted to connecting students to school and work learning. We especially recognize the contributions of Alex Hoffinger and Charles Goldberg, who directed the research and writing, Bill Diehl, Kyle Douglas, Ephraim Weisstein, and Ann Wheeler of BSSC; Terry Grobe of the Brandeis University Center for Human Resources; and the conceptual support and guidance of William Spring, co-chair of the Massachusetts Executive Committee for School-to-Work Transition and vice president of the Federal Reserve Bank of Boston.

The school-to-work effort represents a major collaboration across many stakeholders. Our vision is ambitious and the scale of the work ahead is challenging. We appreciate the support and leadership of our many partners, and look forward to working with them all in the months and years ahead.

Erik Butler
President
Bay State Skills Corporation

John Niles

John Niles
Executive Director
Massachusetts Office for School to Work Transition

BSSC
Bay State Skills Corporation

Massachusetts
School
To Work
System

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1

INTRODUCTION

Connecting Activities in School-to-Career Programs: A User's Manual is a handbook for people involved in the development of school-to-work initiatives in communities and regions across Massachusetts and the country. Its purpose is to offer practical suggestions on how to design and implement the connecting activities component of school-to-work programs. The manual also gives many examples of how people around the country have solved some of the key problems of starting and maintaining their local school-to-work pathways.

Massachusetts is one of the first eight states to be awarded a state-level "Implementation Grant" under the School-to-Work Opportunities Act of 1994 (STWOA). In response to the award announcement, Local Partnerships have formed around the state, each partnership consisting of employers, local educational agencies, post-secondary institutions, students, parents, and a variety of other stakeholders. Under the aegis of these Local Partnerships, the local businesses in each area will play a critical role in developing and operating an effective system of educational and career pathways for all of the students in their area.

The formation of these Local Partnerships are milestone achievements, but in many respects, they are only a start. School-to-work programs, or school-to-career (STC) programs, as we call them in this manual, today enroll a very small number of students, and STC systems throughout the country are still in their early stages. The challenge now is to design and implement STC programs that can serve many more students and employers. With the STWOA as the impetus, educators are reaching out to employers in greater numbers than ever before. Stronger partnerships among schools and other educational institutions are being forged. Program operators are considering ways to provide more comprehensive services to students.

The success or failure of these efforts to expand upon current programs and to launch new STC initiatives will rest on the strength of the linkages among the students, educators, employers, parents, and other community partners who together participate in STC programs and systems. These linkages and linking functions—or *connecting activities*, as the STWOA calls them—are a central priority for all STC practitioners.

This manual addresses three key questions with respect to connecting activities:

- What are the main connecting tasks that must be accomplished?
- What are some effective ways to perform those tasks?
- What kinds of organizational structures and staffing patterns are most suitable to the performance of the necessary tasks?

These topics will be covered in detail in Sections 2 through 8 of the *User's Manual*. In the rest of this introductory section, we look a bit more closely at what is meant by connecting activities and offer some general guidelines on how to use this manual.

Connecting Activities in the STWOA and in School-to-Career Programs

To be eligible for funding under the STWOA, a program must integrate academic and occupational learning and link secondary and post-secondary education. It must also contain elements that are grouped within three broad categories: school-based learning, work-based learning, and connecting activities. School-based learning includes career exploration and counseling, a career major, study that prepares students for post-secondary education and helps them earn a skill certificate, periodic assessments, and helping students enter further training or post-secondary programs.

Work-based learning refers primarily to "a planned program of job training and work experiences," coordinated with the school-based learning component and leading to the award of a skill certificate. It also includes work experience, workplace mentoring, instruction in general workplace competencies, and broad instruction in "all aspects" of an industry.

Connecting activities are the third main component of STC programs. According to the STWOA (Section 104), this component includes the following activities:

- Matching students with the work-based learning opportunities of employers;

- Providing a school-site mentor to act as a liaison among the student, the employer, the school, the parents, and other community partners;
- Providing technical assistance to employers and other parties in designing work- and school-based learning, developing counseling and case management services, and training school-site and work-site staff;
- Helping schools and employers to integrate school- and work-based learning and to integrate academic and occupational learning into the program;
- Encouraging the active participation of employers, in cooperation with local education officials, in the implementation of the work-based and school-based components;
- Helping program graduates to find an appropriate job, continue their education, or enter a training program;
- Linking participants with other necessary community services;
- Collecting and analyzing information regarding post-program outcomes;
- Linking youth development activities with employer and industry strategies for upgrading the skills of their current workforce.

A look at this list reveals why the concept of "connecting activities" has been hard for many people to grasp: it is a category containing functions that are essential to program success but cannot be neatly classified under either school-based or work-based learning. Further clouding the picture is that some of these functions pertain to direct services and program operations, while others speak more to the building and maintaining of relationships between schools, employers, and community partners—relationships that are central to the success of any program.

Another complicating factor is that STC programs combine elements of several different program types that connect classroom education with workplace experience and emphasize applied learning: cooperative education, career academies, youth apprenticeship, and Tech Prep, to name a few. These models vary greatly in their degree of employer involvement and intensity of work-based learning, and programs supported by the STWOA will mirror this range. As a result, what STC practitioners will actually do in terms of the linking or connecting functions will vary, depending upon the extent of the employer role in a given STC program design.

Nevertheless, and despite the somewhat ambiguous scope of connecting activities and the variation in program models, it is possible to shed some much-needed light upon the subject. To begin with, there are several definable core connecting functions that are common to all STC initiatives. These functions are addressed in detail. Furthermore, we can learn a great deal about how these connecting functions can be accomplished from experienced practitioners across a wide variety of program types. The expertise and insights of those practitioners are reflected in the "how-to" suggestions and examples of program practice that form the body of this publication.

How to Use This Manual

User-friendliness has been a guiding principle in the development of this manual. While it may be read cover to cover, it is mainly intended for people to pick up and use as a reference on one aspect or another of connecting activities. With that in mind, we have written each section and sub-section so that it can be used independently of the rest of the manual. Each includes some main points, most of which are followed by examples of how different programs around the country are addressing the subject in question. Many of the sub-sections also list some "pointers to consider," some additional suggestions that may be helpful to people as they put their programs together.

A word of caution about the sequence of sections. The section numbers do not necessarily refer to the order in which tasks need to be accomplished. In fact, the sections deal for the most part with areas that need to be addressed more or less simultaneously. For example, even though the discussions about building collaborative and Local Partnership structures appear in Sections 4 and 7, such structures must be in place for many of the tasks discussed in preceding sections to be accomplished.

A few words are also in order about the subjects covered:

- Sections 2 and 3 address ways that education professionals can reach out to employers and engage them in a wide range of STC efforts, including such activities as participating in the design and operation of work-based learning opportunities, helping to develop curriculum that links school- and work-based learning, defining workforce needs and related competencies, and participating in career awareness and career exploration activities. Also discussed are ways that individual students and employers can be paired with and prepared for one another.

- Section 4 discusses how to sustain the connections between the different people involved in the program (students, teachers, employers, parents, etc.) and between the different "stakeholders" in the larger school-to-career partnership effort (students, parents, K-12 systems, post-secondary institutions, employers, government agencies, community-based organizations, etc.). These connections are examined primarily on two different levels: the level of day-to-day program operations, and the level of the partnership (the collaboration of stakeholders that has been formed to develop, enable, and support the school-to-career initiative).
- In Section 5, we examine ways to facilitate the transition of students to the next step beyond high school, whether it be direct entry into the workforce, enrollment in a post-secondary program, or some combination of the two.
- Section 6 examines ways to collect data about post-program outcomes.
- In Section 7, we discuss ways to build, manage, and coordinate the local collaborations that have been formed to support the STC initiative.
- In Section 8 and in Appendix A, we take a closer look at the different ways that system-wide and programmatic initiatives can and should be staffed and the costs of such efforts.
- Finally, various tools and forms utilized by programs around the country appear in Appendix B, and a glossary of STC program types and terms appears in Appendix C.

Staffing

The last section, entitled "Staffing Considerations," is one of the most important and merits a few extra comments. As we try to make clear throughout, all school-to-career programs require the ongoing presence of certain key staff to provide services to students and perform the vital functions of developing and managing both the program and the partnership. Because STC programs differ so greatly in size and approach, it is not possible to make specific recommendations as to how many staff will be needed, but one point is very clear: STC program responsibilities are too demanding and too time-consuming to be put in the hands of people for whom they are merely add-on functions. They must be a significant part of the job description of one or more people—people we call "school-to-career specialists."

"Scaling Up": The Importance of Full Business Involvement

Also central to the success of the school-to-career effort, and in bringing STC systems "to scale," is the full involvement of the employer community. The practical examples we use to illustrate our points throughout the manual are drawn almost entirely from smaller-scale, often pilot efforts. A great deal more work must be done, and a great many more employers must be mobilized, to expand those programs to the point where integrated school-based and work-based learning opportunities can be offered to a large percentage of the total student population.

Even at the beginning, when programs are operating at demonstration-program size, employers need to understand that they are part of an ambitious, community-wide, public-private partnership—that their contribution, though it may be modest at first, is the beginning of a much more extensive effort, which will not succeed without their continued commitment to its success. The Local Partnerships currently taking shape in Massachusetts and elsewhere must reflect this larger vision, and the employers who jointly lead those partnerships must understand how their involvement will contribute to making that vision a reality. Employers will work with educators to design programs, articulate goals and ways to measure their achievement, and give overarching direction to all such initiatives. Their involvement will infuse the educational experiences of young people with real-world context and relevancy. Equally important, employer staff resources will augment and complement the resources committed to the effort by the education community.

Serving All Students

STC practitioners also must ensure that school-to-career initiatives serve all students. There is general agreement that programs should serve not just the "general track" student or "vocational" student but also the academically talented students, students with disabilities, those who are disadvantaged, male and female students who wish to explore nontraditional occupations, at-risk students, and others. We cite programs that serve certain of these populations at various points; there are numerous others not mentioned. These programs not only have a great deal of experience serving their target populations successfully, but they also offer a wealth of expertise more generally in working with employers, school staff, and students on a range of issues that are generic to STC. Nonetheless, such programs are all too often viewed as peripheral. The challenge in each locality is to incorporate them into a single integrated system and to draw upon their expertise. Aside from the strong participation of the employer community, it is critical that Local Partnerships fully engage community-based organizations, state and local agencies, businesses, and other entities that serve diverse populations.

Pulling It All Together: A Coordinating Entity

Giving shape to the vision articulated by the members of the Local Partnership will be a new kind of entity, representing the interests of all the stakeholders, bridging geographic and institutional boundaries, and being accountable for the system as a whole. This entity, whether it is a Private Industry Council, an educational institution or consortium, a Chamber of Commerce, or some other existing or new organization must be able to perform the coordinating functions properly and have the trust and commitment of all the partners.

What's Not in This Manual?

This manual does not explore some central STC features—for example, classroom curricula that integrate occupational and academic learning, work-based curricula that promote academic learning and otherwise tie into the classroom, what we mean by "all aspects" of an industry, and so on. These features fall squarely within the realm of the STWOA's school-based learning and work-based learning components. Also not covered are several other connecting activities that are spelled out in the STWOA: providing technical assistance, data analysis and program evaluation, and ties between STC programs and employer strategies for upgrading the skills of their workers. These subjects are no less important but are beyond the scope of this document.

Some other things that are not included here are in-depth treatments of certain subjects—for example, service learning strategies or how school-to-career programs can be made to work effectively for out-of-school youth. Also missing are many of the possible examples, from Massachusetts and across the country, of innovative and effective ways to accomplish the different connecting functions. The examples that do appear were chosen because they are good illustrations of the points to be made, not because they are the only illustrations and not because they are the best illustrations. Indeed, because STC programs are still in their infancy, it is premature for the most part to hold-up any particular program or program model as "the one" to emulate.

A final note is in order with regard to the references made to particular programs and resources. While we cite examples from around the country, there is, admittedly, a home-state bias, as reflected in the number of references we make to Massachusetts programs, state agencies, and local or regional organizations. On the other hand, the lessons learned apply to a wide range of circumstances. We believe they are as applicable outside of Massachusetts as they are within.

A Note on Terminology

Our use of the term *school-to-career*, rather than *school-to-work* makes it apparent that the use of terminology in this area can be confusing. We chose the first of the two because we believe it better conveys the sense that these programs and systems should be preparing students for entry into career paths—not just an entry-level occupation—whether a participant in an STC program heads straight into full-time employment or opts for additional education and training.

At various points, we use the term *partnership*. We have tried for the most part to reserve the use of this term to refer to Local Partnerships, meaning those entities that are responsible for federally supported programs in localities and whose required and desired membership is defined in the STWOA itself. Where we have not so restricted ourselves, we mean education–employer–community partnerships in their common sense—that is, collaborations in the design and implementation of STC initiatives.

Finally, there is some ambiguity over the use of the term *mentor*. The STWOA states that each student must have "a school site mentor to act as a liaison" between the student and all school, employer, and community participants. In addition, the STWOA requires *workplace mentoring*. This term is often confused with other kinds of community-based or school-related mentoring programs, involving adults who volunteer their time as advisors and role models for students. For purposes of clarity, we address the *school site mentor* requirement in our discussion of services provided to students in STC programs by various staff, especially *school-to-career specialists* and teachers. We rarely use the term *workplace mentor*, but when we do so, we mean employer staff who play a defined role in a student's program of work-based learning. Finally, for adult volunteers who serve as advisors and role models, we use the term *volunteer mentors*.

2

LINKING WITH EMPLOYERS

Although schools and other educational organizations often have relationships with the business community, those connections rarely involve a structured work-based learning component. Moreover, business people and educators inhabit worlds that are truly quite different. Much effort is required to bridge the divide between the two cultures.

This section of the User's Manual describes some practical ways to link up with employers and lay the groundwork for deeper school-to-career collaborations. More specifically, forging strong links with employers involves active networking, making the case to employers by speaking to their interests, stating clearly what is expected of them, and making it easier for employers to become involved in the partnership in a number of ways.

NETWORKING TO BRING EMPLOYERS ON BOARD

1. Use existing contacts.

Networking is mostly a matter of building a chain of personal relationships. The first links in that chain are the contacts you already have. These will lead you to further contacts and, eventually, to a larger circle of businesses from which to recruit the members of the partnership. Employers who are already working with schools in some capacity are an excellent place to begin.

EXAMPLES:

a. Staff at Roosevelt Renaissance 2000 (Portland, OR) surveyed teachers to identify employers they knew and canvassed parents and students to find out about their community contacts.

b. At Shawsheen Valley Technical High School (Billerica, MA), the placement coordinator began generating job leads through cold-calling, perusing help-wanted ads, and contacting the Chamber of Commerce. He now has a large network of employer contacts and continues to enlarge that network by participating regularly in functions of the Chamber and other activities.

c. Taking networking to a new level, the coordinator of the Spokane, WA, Student Career Opportunity Paths in Education (S.C.O.P.E.) program is a member of 20 community boards, through which he raises the program's visibility, learns about employer needs, and suggests student projects.

2. Find a champion.

Program operators around the country have found that employers are most likely to be sold on the school-to-career concept when they are approached by other employers who are enthusiastic about the program. As you network, be on the lookout for potential "champions," business people who really buy into the concept and are willing to help you sell it to others.

EXAMPLE:

The President of Cook Specialty Company (Green Line, PA) became a strong advocate for STC and now plays a critical lead role in recruiting fellow employers in the precision metalworking industry to participate in the region's Pennsylvania Youth Apprenticeship Program effort.

3. Use employer associations, state agencies, and other organizations.

Private Industry Councils (in Massachusetts, the Regional Employment Boards) play an important brokering role. So can certain organizations that exist primarily to connect the education and business communities (e.g. the Alliance for Education in Worcester, MA). State agencies—the employment service or the rehabilitation commission, for example—have a great deal of experience connecting job seekers and students with employers. Agency officials can provide entree to the employers with whom they routinely work. In addition, Chambers of Commerce (many of whom have an education committee), trade or industry associations (e.g. the

Massachusetts Hospital Association, Associated Industries of Massachusetts), and professional associations (e.g. local personnel management associations) can also help by becoming involved directly in program development by providing membership lists and the names of prospective partners, or by providing a forum for addressing representatives from many different employers at the same time. Minority business councils and general business organizations such as the local Rotary Club also can provide good networking opportunities.

EXAMPLES:

a. The Pasadena (CA) Graphic Arts Academy provides students with a variety of work-based learning opportunities through its partnership with the local chapter of the Printing Industries of America.
b. The York, PA Industrial Resource Center (IRC), one of nine in the state, manages and recruits employers from York and Lancaster counties for the PA Youth Apprenticeship Program in metalworking and machining. Sponsored jointly by the state Departments of Commerce and Labor, the IRCs provide technical assistance to small and medium-sized manufacturing firms in the areas of technology deployment, advanced business practices, work organization, and skill development.
c. The Tulsa (OK) Chamber of Commerce is the main link to employers for that city's Craftsmanship 2000 youth apprenticeship program.

SOME POINTERS TO CONSIDER

☞ **Use your address book.** Going through your address book (or "Rolodex") can be an excellent way to stimulate ideas about possible links in the chain. Urge others—teachers, students and parents do this too.

☞ **Use your current contacts to generate other contacts.** Don't rule someone out just because a person has no obvious school-to-work connection. That person has other contacts, some of whom might be just the kinds of people you are looking for.

☞ **Look for employers that already show some evidence of need or interest in school-to-work programs.** Some indicators of employer need or interest:

- Prior history of involvement with the schools;
- History of hiring entry-level workers right out of high school;
- Problems with skill shortages among entry-level employees;
- Commitment to the training and upgrading of employees;
- History of community involvement;
- Commitment to diversifying their workforce.

☞ **Follow the business pages of your local newspaper to identify employers who may be interested in school-to-career initiatives for these or other reasons (e.g. public relations).**

☞ **Ask volunteers who are already participating in the schools in some way to arrange for their employers to become involved too.**

☞ **Draw upon the experience of community-based organizations and state agencies serving students with disabilities, disadvantaged students, out-of-school youth, and other populations.** Such organizations often have strong ties to employers and have experience in structuring work placements, internships, and community service opportunities.

☞ **Tap sources of contacts that serve as a link to different groups within the community.** These include community-based newspapers (including foreign language papers), churches, minority business associations, community centers, and local college alumni associations.

MAKING THE PITCH TO EMPLOYERS

1. Speak directly to employer needs and values.

Employers participate in school-to-career programs for different reasons. At the ends of the spectrum are two basic motivations: (a) to meet their current and future needs for a well-educated, well-trained, and diverse workforce, and (b) to be good corporate citizens in the communities where they do business. Some preliminary research, prior to approaching an employer, will give you a sense of what that employer's needs and values are.

EXAMPLES:

a. ProTech (Boston, MA) built upon the commitment by the city's business leadership to improving the schools, as embodied in the Boston Compact and the programs it spawned. With civic responsibility already well established, ProTech recruitment efforts emphasized business benefits to employers: improvements in quality of the entry-level workforce, access to a pool of minority students who might become permanent hires, serious employer involvement in program design and operation without significant administrative responsibility, and reduction in employee recruitment costs. (This example was taken from Goldberger, et. al., *Learning Through Work*, p. 20).

b. The Kentuckiana Education and Workforce Institute (KEWI), an arm of the Louisville Area Chamber of Commerce, approaches employers with a broad workforce development agenda, including education and training needs relating to skilled entry-level workers and retraining and upgrading the skills of current personnel.

2. Take into account the needs and characteristics of different industries and companies.

Don't assume that different industries, or even companies within an industry, are alike. Employer priorities, including their training needs for current and future workers, may vary greatly. Find out about these differences before reaching out to employers in a new industry.

EXAMPLES:

a. A printing academy has a difficult time finding meaningful work placements for students during the summer. This is because summer is the slow time for local employers.

b. In Philadelphia's Education for Employment (EFE) initiative, structured work-based learning opportunities in health care have been developed more quickly than in manufacturing technology. Part of the reason for this is that the prospect of a permanent hiring decision is often less immediate in health care than in manufacturing. Recent high school graduates can find entry-level jobs in manufacturing, but some post-secondary education is needed to enter a career-ladder job in health care. As a result, to get the strong employer buy-in needed to place large numbers of students in work-based learning, program staff must work extra hard to involve manufacturing employers in program design and development.

3. Anticipate employer concerns about having students at the workplace.

When asked to participate in STC programs, employers often raise issues of liability and workers' compensation. They may also be concerned about dealing with adolescents at the worksite and causing problems for their current employees. It is wise to consider these issues in advance and be prepared to deal with them when they are raised. Some issues and possible responses:

- *It takes too much time and trouble to deal with teenagers:* The program trains and screens teenage participants for work maturity and provides intensive monitoring of each participant's performance.
- *It's too expensive:* Yes, there are costs for businesses (e.g. significant employee time and student wages or stipends), but there are also potential savings through reduced recruitment and training costs and the students' contribution to the company's productivity.
- *We don't know how to work with kids who are different:* We can train you and your staff to deal with issues that may arise with kids who come from different ethnic or racial groups or who are disadvantaged. The program can also connect you to state and community agencies that can help structure work placements for students with disabilities.
- *My current workers may not be supportive:* If you tie STC programs to increased worker training or involve your current workers in various ways (e.g. as mentors), they may become advocates of STC.
- *Liability:* The school district carries an insurance policy rider to cover students in unpaid worksite experiences, such as job shadowing or internships, and in transit to and from the worksite if the school is providing transportation. In co-op or other paid placements, the student is likely to be considered an employee, and workers' compensation coverage is required. In any event, applicable child labor law restrictions must be complied with.

EXAMPLES:

a. At the option of participating businesses, local affiliates of New Ways Workers, a California-based program, serve as the employer of record and take responsibility for payroll, workers' compensation, and related matters.

b. In the Maine Youth Apprenticeship Program—a separate 501(c)(3) organization, affiliated with the state's technical colleges—has been established to be the "employer" of apprentices. This organization pays weekly stipends and covers workers' compensation and general liability insurance.

c. The Coordinator of the Partners in Business program (Weymouth, MA) provides employers with a copy of a letter from the school district's insurance agent. The district's insurance policy rider has a liability limit of $1,000,000 and covers students at the worksite and in transit during school hours. The cost of the rider is approximately $5 per student.

d. The co-op program coordinator at Minuteman Science–Technology High School and Adult Career Center (Lexington, MA) asks for evidence of insurance (usually, an insurance certificate) from new employers to confirm that they provide adequate workers' compensation insurance for student-employees.

e. The BETA 2000 Project (Boulder, CO) has developed a guide for employers of students with disabilities. The guide includes a cost breakdown of "reasonable accommodations" for specific types of disability.

4. Make it clear that different kinds of employer involvement are needed to make the program successful. Offer them a menu of options:

- Providing career awareness and career exploration activities (e.g. speaking at schools, participating in career fairs, giving company tours);
- Defining current and future workforce development needs, including occupational areas;
- Helping to specify occupational and career-related competencies;
- Shaping and assisting in the development of curriculum for both classroom and worksite;
- Supporting employees who volunteer as mentors for students;
- Participating in the design and operation of worksite learning opportunities (e.g. job shadowing, rotations, paid and unpaid work placements, informational interviews, and school-based enterprises);
- Participating in an STC program committee.

EXAMPLE:

In Greater Portland (OR), a STC "practitioners committee" is preparing an Employer Handbook describing various work-based learning opportunities that an employer can provide, including field trips, guest speakers, informational interviews, classes at the worksite, school-based enterprises, job shadowing, mentorships, internships, and apprenticeships. The Employer Handbook also contains "How To" packets to make it easier for employers to participate in the different options.

5. Make it easy for employers to become involved.

Experience shows that many employers are unwilling to commit themselves fully to a program at the beginning. After being involved in relatively small ways, however, they often become enthusiastic and decide to get more involved. *Think incrementally.* Many STC partners will start small and become more involved as time goes on.

EXAMPLES:

a. Roosevelt Renaissance 2000 (RR-2000) has adopted a phase-in strategy for bringing employers on board. Rather than starting with internships or longer-term work placements, RR-2000 staff have recruited employers to participate first in the program's job shadowing program. A history of successful job shadowing experiences provides a foundation for the development of more intensive work-based learning opportunities later on.

b. The East Side Electronics Academies (San Jose, CA) use career fairs to give employers a first glimpse of what it would be like to work with high school students. The fairs are time-consuming for staff to plan and coordinate, but businesses can participate with only a limited investment of time and, in return, can receive good visibility in the community (especially with media coverage). In addition, businesses may want to participate if they know that their competitors will be there.

SOME POINTERS TO CONSIDER

☞ **Do your homework.** Find out about employer interests and values by speaking to other contacts who know those employers. Seek clues in the local media about employer interests, e.g. participation in community affairs, current and projected worker shortages in certain industries.

☞ **Use the library and the local Chamber of Commerce to gather information about specific companies and industries.** Reference librarians at the local public, college or university library can be invaluable resources and are experts at tracking down information. Chambers publish membership directories and are otherwise excellent sources of information on local companies.

☞ **Contact industry experts.** College and university faculty members at business schools or in departments such as engineering or economics are experts on particular industry sectors. Look to public and private universities for experts who are knowledgeable about critical industries that are concentrated locally.

☞ **Ask employers directly about their interests and values.** More likely than not, the best source of information about what is important to an employer will be the employer herself. Once you have described the school-to-career concept in general terms, continue your presentation in a way that addresses both the program's goals and the employer's needs and interests.

☞ **Tell employers that involvement in STC programs provides good volunteer and community service opportunities for their employees.**

☞ **Seek out smaller firms but take into account how they are different from larger companies.** Smaller companies often are excellent environments for work-based learning. They may offer a family-like environment or provide students with a good picture of what it means to be an entrepreneur. In addition, small businesses may be run by women or members of minority groups. But recruiting smaller businesses to participate in STC programs presents special challenges. More employers are needed to "scale-up." There is usually no dedicated human resources staff; small businesses may have less flexibility with staffing and placement schedules than larger firms.

☞ **Consult with state agencies and community-based organizations that work with diverse populations.** For example, the Massachusetts Rehabilitation Commission, the Massachusetts Office of Disability, and independent living centers are excellent resources for learning about worksite placements for students with disabilities. They can provide guidance in complying the federal Americans with Disabilities Act (ADA), including the provisions of the ADA that deal with accessibility, reasonable accommodation, and reasonable modification. You can also refer employers directly to these organizations and agencies.

☞ **Remind employers that participating in STC programs can help them meet Equal Employment Opportunity requirements.** STC participation opens up new avenues for recruiting a diverse workforce and provides support for that effort from STC program staff.

☞ **For advice on dealing with issues of liability and insurance, consult with school administrators and others who have had prior experience with worksite programs for students.** Generally speaking, liability for accidents and injuries in transit is the responsibility of the party providing the transportation. Also in general, students in paid placements are likely to require workers' compensation coverage while at the workplace, and students in unpaid experiences or placements require coverage under either the employer's or the school's liability policy. (Schools may purchase a special rider to their existing policy to cover off-site experiences.) To determine your best options, contact your district's legal staff or solicit the advice of staff from co-op or internship programs at local or regional technical schools. Also consult with staff at SDAs who have had experience in youth employment programs, or contact other participating employers who have knowledge of these issues.

☞ **Give examples of how employers are involved in existing programs.** Prepare yourself with some good examples of successful STC partnerships in other locales. Concrete examples of success—evidence that these programs really work and that employers can be happily involved—can be both reassuring and motivating to employers who may be "on the fence."

☞ **Use your "champion" to help you get your point across.** Arrange for your champion to join you in meetings with prospective employers. If that is not possible, ask your champion to speak separately with the prospect over the phone.

☞ **Be specific.** Once you have laid out in general terms what STC is all about, tell the employer exactly how you would like him to become involved. Be ambitious. The employer can always choose to do less if you ask for too much but will probably not volunteer to do more if you ask for too little.

☞ **Make sure that employers know that they will be publicly recognized for their contributions, and then be sure that they are.**

MAKING THE DEAL

1. Be clear about the amount of time, staff and other resources that the employer will have to commit to the program.

The employer needs to know what she is getting into to truly be your partner in this venture. In your enthusiasm to get the employer on board, do not let her get the idea that a significant commitment will not be necessary.

EXAMPLE:

In meetings and through written materials, the Industry Liaison for the San Jose (CA) East Side Electronics Academies clearly spells out the roles of site coordinators, volunteers, and members of different boards and committees. She suggests appropriate managerial levels for the different functions and estimates the amount of time required to perform those functions.

2. If the program will require students to work intensively within an industry, make it clear that the employer must be involved deeply from the very beginning.

In programs using a "youth apprenticeship" model, early employer involvement is critical to assuring the development of a strong work-based learning component that is closely matched to the job specifications of entry-level workers.

EXAMPLE:

As the first step in developing STC programs in specific industries, the Flint (MI) Roundtable organized employer groups from those industries to identify future job openings, specify the competencies needed to do those jobs, define the credentials needed for hiring at the entry level (including post-secondary education and training), and identify employer resources available for program development and implementation.

3. Establish clear and mutually agreed-upon goals, objectives, and indicators of success.

Clear, tangible benchmarks are important for all program participants—employers included—to let them know whether their efforts are producing the desired results. Experience has taught STC practitioners that some employers can easily become discouraged if their expectations are too high at the beginning. Come to an agreement with your employers on what outcomes you will measure and how. Help your employer partners to understand the difficulties involved and to set their expectations accordingly. Establish timelines and set specific dates for important milestones, such as:

- the completion of a program design and sign-off by all parties;
- the completion of a program curriculum;
- training and orientation of company employees;
- program launch and the numbers of students enrolled by certain dates;
- regular assessment and evaluation of program progress.

3

CONNECTING STUDENTS WITH WORK-BASED LEARNING OPPORTUNITIES

Successful work-based learning experiences for students depend upon the extent and quality of the preparation given to all concerned—not only to the students, but also to the people at the workplace (the workers, supervisors, and managers).

This section of the User's Manual explores ways to prepare worksite personnel, design high-quality work-based learning opportunities for students, prepare students for the workplace, match students with the opportunities that have been developed, and address the problem of the transportation of students to and from the workplace.

PREPARING EMPLOYEES AND SUPERVISORS TO WORK WITH STUDENTS

1. Recruit and select worksite supervisors and mentors.

Ask your key contacts at the worksite to identify enthusiastic supervisors or other workers with the potential to be good supervisors or mentors. Ask for volunteers. Because the commitment of the worksite supervisors and mentors is so important to the program's success, it is a good idea to make sure that they understand the program and exactly what will be required of them. In recruiting supervisors and other employer staff to work directly with students, look especially for individuals with:

- A strong foundation of experience and technical expertise;
- Good interpersonal skills, including the ability to work with all types of students;
- A talent for demonstrating work tasks and coaching others;
- Sufficient time to devote to instructing students;
- The respect of their colleagues.

2. Conduct at least one orientation session for the workers and supervisors who have been selected to work with the students.

At the very least, the orientation should introduce the program and its goals, describe what is expected of the participants, give some pointers on how to work effectively with students, and provide information on program policies and whom to call when problems arise.

EXAMPLES:

- The Work-Based Learning Coordinators at the Kent Career/Technical Center (Grand Rapids, MI) invest significant time meeting with supervisors at the start of each placement. In each case, they review the supervisor's role and the goals of the program, even if the supervisor has worked with a student in the past.
- Craftsmanship 2000, a comprehensive youth apprenticeship program in Tulsa, OK, conducts 15 training sessions on training and supervising high school students, developing detailed training plans, and defining and assessing students' competencies in six areas (safety, blueprint reading, measurement, basic metalworking, turning, and milling).

3. Familiarize worksite personnel with program training agreements and the training plans developed for participating students.

These documents, to be discussed in Section 4, structure the work-based learning experience for students. They can be very useful in helping workers and supervisors to understand what is expected of everyone.

4. Develop a handbook and other written materials to distribute to workers and supervisors.

An attractively printed handbook will demonstrate professionalism. The handbook should reinforce the points made in the orientation, document all program policies, rules and regulations, and include copies of sample training plans and agreements.

EXAMPLE:

Bristol Community College (Fall River, MA) publishes a Supervisor's Manual. It gives an overview of the program and its staff and covers the role of the supervisor, the selection of co-op students and their orientation, areas of training and training techniques, student evaluation, and standard program documents.

SOME POINTERS TO CONSIDER

☞ **Tailor the orientation and training sessions to the circumstances of the workplace.** Discuss with the employer whether it makes the most sense to prepare employees and supervisors individually or in groups, in single-session or multiple-session trainings.

☞ **Be prepared to spend plenty of time with employers who are new to the program.** Developing high-quality work-based learning experiences is difficult. Small-group sessions and individual meetings, both regularly scheduled and as needed, are necessary to ensure that you are all on the same wavelength.

☞ **In the orientation and training sessions, enunciate some basic principles and techniques for working with young people.** These include:

- The need for structure and consistency;
- Asking questions, soliciting input and feedback, and assuming little;
- Using examples and demonstrations, and other effective instructional techniques;
- Active listening;
- Frequent feedback to students (both formal and informal, positive and "constructive");
- Building self-esteem and motivation;
- Resolving conflict;
- The importance of reinforcing general workplace skills (e.g. good attendance, punctuality, neat appearance, and the willingness to ask questions).

Orientation and training sessions for worksite personnel also provide an opportunity to tap the expertise of teachers and guidance counselors, who can draw upon a wealth of experience in working with young people.

☞ **Tailor orientations as appropriate to raise the level of sensitivity among employer staff to issues of diversity and sexual harassment.** It is important that all worksite staff, and especially supervisors, be accepting of all types of students. They should be adequately prepared to work with students of different racial, ethnic and cultural backgrounds. Training for employers should also sensitize staff, as appropriate, to special considerations related to disability, including job modification, structured supervision, and reasonable accommodation. Further, it is important that worksite staff become knowledgeable in issues of sexual harassment, particularly in workplaces that are nontraditional for women.

DESIGNING WORK-BASED LEARNING

1. Evaluate the worksite to make sure that work-based learning can occur there.

To ensure that students have a true work-based learning experience, not just experience doing a job, it is important to visit the worksite to gauge its potential for offering such an experience. Ask supervisors and/or departmental workers to describe and demonstrate for you the kinds of tasks to be done by a student. In evaluating the worksite, make a judgment based upon a variety of factors, including:

- Whether and to what degree the job tasks build progressively upon acquired knowledge and skills;
- Facilities available for training;
- General appearance of the worksite;
- Work flow patterns;
- Divisions of responsibility among staff;
- Racial, ethnic, and gender diversity;
- Safety record and practices.

EXAMPLES:

a. Cooperative education programs such as the one operated by the Dauphin County Technical School (near Harrisburg, PA) evaluate a new employer's proposed worksite placement for its suitability for student employment and the opportunities that it offers for progressive learning experiences. Whenever possible, the technical instructor from the relevant occupational area accompanies the school's cooperative education supervisors to initial visits with employers to assist in evaluations.

b. In the BETA 2000 Project (Boulder, CO), students with disabilities meet with supervisors and visit the worksite prior to on-the-job training. Information gathered by students during these visits helps to shape decisions about accessibility, reasonable accommodations, and job modifications that enable program graduates to perform in the targeted positions.

2. Work collaboratively with worksite staff to develop job descriptions for the student participants.

Some employers may wish to develop the job descriptions by themselves. If that is the case, defer to their wishes, but raise questions where appropriate. These job descriptions usually serve as the starting point for the development of a full-fledged training plan.

3. Develop a training plan that states the learning objectives or competencies, specifies the tasks to be accomplished, and identifies the methods to be used to determine whether a student has met the objectives.

Training plan development is usually a joint activity by STC program staff, worksite staff, appropriate school staff, and students. A good training plan will change and improve over time, along with the development of the worksite curriculum, and will reflect the lessons learned by the program partners as they work collaboratively to develop the most meaningful work-based learning experiences for students and to develop, in students, the skills needed to perform job tasks effectively. A good training plan also demonstrates the progression of responsibilities that a student can assume. Further, it incorporates assessments of whether the student has met specific learning objectives and demonstrated mastery of specific job tasks that, ideally, are tied to industry-defined skill standards.

EXAMPLES:

a. The Cornell Youth and Work Program has developed a training plan consisting of four technical competencies (mastering procedures, using computers, understanding principles, commitment to high standards of practice) and five social competencies (understanding the organizational context, adhering to rules, teamwork, effective communication, and acting responsibly).

b. The need for a good training plan is well-illustrated by a case where a plan was lacking. An exemplary student in a new academy program was almost fired by his hotel employer because of confusion over the purposes of the placement. The student viewed his internship not only as a job but also as an opportunity to learn different aspects of the hotel and restaurant business, while his supervisor wanted to use him essentially as just another summertime busboy.

c. Co-op students at Bristol Community College (Fall River, MA) take the first cut at drafting their training plan, which they then refine by working with their co-op faculty member and their employer.

PREPARING STUDENTS FOR THE WORKPLACE

1. Make sure the students have gone through a process of identifying their own interests and level of commitment.

Reconfirm student interest and commitment based upon career awareness and career exploration activities in the middle school and early high school grades. At the very least, make sure each student understands what will be expected in the STC program and wants to accept the challenge.

EXAMPLES:

a. Students in the S.C.O.P.E. Program (Spokane, WA) select career pathways upon entering the tenth grade, following the opportunities that they have had in the middle school years to participate in career exploration, career interest inventories (such as the A.C.T. "Discover" program), and career advising.

b. Career interest assessments and career exploration are a major feature of the ninth grade experience for students at Minuteman Science–Technology High School (Lexington, MA).

c. San Jose's East Side Electronics Academies (San Jose, CA) offer a one-hour "zero period" (7 A.M.) class every week called "Educational Work Experience." Aside from preparing students for the workplace, good attendance is required in order to be eligible for a summer internship. The early morning time weeds out students who are less enthusiastic or unable to make the commitment.

d. In its recruitment efforts, the Manufacturing Technology Partnership youth apprenticeship program (Flint, MI) specifically targets young women who may be interested in nontraditional careers. Program brochures and presentations to counselors, teachers, parents, and students emphasize that the program gives priority for acceptance to qualified young women and minorities. Women working in nontraditional occupations participate in program presentations.

2. Prepare students for entering a new culture—the culture of work.

Job readiness training can take many forms (part of a career development class, in a workshop, or integrated into other classes). Whatever its form, the training should give students a chance to try out the different behaviors associated with work maturity, to practice writing letters and resumes, and to participate in a mock interview or two, preferably with a real employer.

EXAMPLES:

a. The Professional and Community Experience (PaCE) program in Fort Collins, CO, requires students to take a semester-long class called Career Development/Critical Skills before they can be eligible for a worksite placement. Course content includes units on: personal growth (including self-assessment, time/stress management, human relations/leadership, communications, diversity and gender equity); career analysis (including employability skills; career assessment; job seeking, keeping, and leaving skills, change and transitions); and resource management.

b. West Springfield High School (West Springfield, MA) includes a one-hour weekly seminar as part of its cooperative or related work experience program. The seminar addresses career goal setting, finding and applying for jobs, how to make good career and work place decisions, working with superiors and co-workers, and life skills.

c. The Philadelphia High School Academies (Philadelphia, PA) coordinate hundreds of practice interviews each year at local companies. Each participating business interviews at least three students, and some larger companies interview between 20 and 30 students. Interviewers often give informal feedback and always complete individual evaluation forms for every student.

d. Massachusetts Department of Employment and Training (DET) counselors provide pre-employment training to students at schools in all 16 regional employment board regions throughout the Commonwealth.

3. Set clear eligibility criteria (attendance, grade point average, etc.) that must be met if students wish to be considered for work-based learning opportunities. Set clear exit criteria and procedures as well.

Programs around the country have found that minimum criteria are necessary to ensure that students take the program seriously and are willing to work hard to gain acceptance and to remain eligible. These criteria must be made clear to students from the outset and emphasized throughout their enrollment in the program, not just highlighted when they are about to embark upon their first work-based learning placement.

EXAMPLES:

a. In the Rochester (NY) School-to-Work Transition Initiative, students are eligible for work-based learning opportunities if they have: a 2.0 grade point average, a 90 percent or better attendance record, grade level test scores, two mathematics credits, teacher and guidance counselor recommendations, and no short- or long-term suspensions from school.

b. At Metro Tech Vocational Institute (Phoenix, AZ), eligibility criteria vary from program to program, but common denominators are: completion of a certain block of instruction, good attendance and punctuality, and evidence of good work habits.

SOME POINTERS TO CONSIDER

☞ **Require students to complete a written application.** A completed written application reflects a certain threshold level of interest and doubles as a useful information gathering tool.

☞ **Videotape practice interviews.** Videotaped interviews can be one of the most effective tools available to help students sharpen their presentation skills.

☞ **Provide students with an interview checklist before they go out on an interview.** Many practitioners have found interview checklists to be a useful tool. Among the items to include:

- Directions to the job interview and the person to ask for;
- Appropriate clothing;
- Items to bring;
- Questions to expect;
- Questions to ask;
- A pocket-sized resume to refer to during the interview.

☞ **Prepare students with disabilities to answer questions about their disability on an application form, in an interview, or early on in a worksite placement.** For example, employers may ask how a student with an observable disability can perform certain tasks or how the job description or work facilities can be modified to accommodate the student. Even when the disability is not observable, a referral from a rehabilitation agency may give rise to questions about a student's disability, for which he or she should be prepared.

MAKING THE MATCH

1. Rely on the judgment of those who know the student best.

It is essential that the teachers most familiar with a student's work do an assessment of that student's skills and job readiness. In larger programs, this assessment must be given to the staff member who refers students to employers or works with employer staff on coordinating matches.

EXAMPLES:

a. To be eligible for work-based learning, a student at the Kent Career/Technical Center (Grand Rapids, MI) must receive a favorable written recommendation from her technical instructor. The recommendation contains specific information on the student's skill level, attitude, and maturity.

b. To be eligible for a worksite placement, a co-op student at Minuteman Science–Technology High School and Adult Career Center (Lexington, MA) must be recommended by the technical instructor and approved by the department head or senior teacher.

c. In the academy programs of the Sequoia Union High School District (Redwood City, CA), seniors who want a second semester work placement must get a sign-off of readiness from all four members of the academy teaching team.

d. Special education teachers visit worksites with staff from the BETA 2000 Project (Boulder, CO) to learn first-hand about permanent jobs that have been reserved for BETA 2000 students. Armed with this knowledge, these teachers then refer students to the program whom they think best fit the job slots that are available.

2. Establish a formal interview and application process.

Almost all employers will require an interview before accepting a student for a sustained work-based learning experience. The formal interview and application process must be part of the program design. Work with the employer or the participating employers as a group to decide on practices and procedures (e.g. whether program staff should choose a few applicants in advance or whether they can send any interested and qualified student for an interview).

EXAMPLES:

a. The coordinator of the Baltimore Academy of Finance (Baltimore, MD) works closely with students and teachers to match young people with paid summer internships. Each student selects several internships, and the Academy Coordinator arranges for interviews with the personnel departments at three companies.

b. Students in the Manufacturing Technology Partnership youth apprenticeship program (Flint, MI) must be selected for placements by employers prior to enrollment in the overall program.

c. In the Pre-Engineering Academy at Oakland (CA) Technical High School, students seeking summer paid internships at the Bechtel Corporation are required to go for interviews and to take competitive tests.

d. In the Fox Cities (WI) Youth Apprenticeship program, students already admitted to the program are selected by employers through a process akin to a professional sports draft (i.e. the employers pick in a predetermined order in successive rounds, and every student gets chosen).

3. When program staff refer students to interviews, make sure they have sufficient information about both the student and the workplace.

If program staff are expected to make a judgment about which students are best-suited to which placements, it is important that this judgment be well-informed. This means having enough information about the worksite tasks, expectations, and culture. It also means having knowledge of the student's skills, aptitudes, personal qualities, and preferences, which include:

- Career interests and goals;
- Class schedules, extra-curricular activities, etc. that affect a student's availability;
- Access to transportation;
- Prior work experience;
- Desire to land a part-time job that can lead to a full-time job;
- Work environment preferences;
- Requirements relative to participation in a paid or unpaid placement.

EXAMPLES:

a. Work-based learning coordinators at the Kent Career/Technical Center (Grand Rapids, MI) perform a number of tasks to match students with the right placement. These include: developing job descriptions with employers, reviewing student applications, reviewing technical instructors' recommendations, interviewing students, using a database to identify jobs that match student interests and skills, deciding which placements represent the best prospects, giving students a choice among available options, and referring students for interviews.

b. At Nathan Hale High School (Seattle, WA), special needs students in vocational programs take a semester-long course designed to assess their work skills and work maturity prior to a worksite placement. During the semester, students are timed and evaluated on their performance in business and office skills, home economics, industrial technology, and manipulatory skills. The program coordinator works closely with employers to design job tasks and responsibilities so that they suit each student's abilities and interests.

4. Follow up after an interview and a placement to be sure everything is O.K.

Because the interview is often the first time that students have direct contact with employers, it is important to have an efficient follow-up procedure to ensure that the employer is satisfied with the interview process and, if the interview leads to a worksite placement, that things start off on the right foot.

EXAMPLES:

a. Work-based Learning Coordinators at the Kent Career/Technical Center (Grand Rapids, MI) use a self-addressed "Job Referral" card, which confirms to employers that a student has been referred for an interview. The card is completed and returned by the employer, indicating whether the student has been hired and whether the employer has any comments.

b. In the New Ways Workers program (Sonoma County, CA), the director contacts employers the day after a student's interview and follows up within two weeks after a placement has been made.

5. Finalize the placement by drawing up a training agreement between the student and employer.

The formal training agreement describes the roles and responsibilities of the student, the school, the employer and, in some cases, the student's parent or guardian. These agreements are usually no longer than one-two pages. (See examples in Appendix B.)

SOME POINTERS TO CONSIDER

☞ **Find out about employer hiring procedures and ongoing requirements in advance.** It is a good idea to know if the employer has special procedures (e.g. competitive exams, drug tests, background checks) for hiring new employees or requirements for continued employment (e.g. regular drug tests, attendance at school and at work). Students must be notified of these policies in advance. As much as possible, encourage the employer to use the same procedures with the student as for any new hire.

☞ **Refer more than one student to each slot, if possible.** If the employer is willing to spend the time, give him or her a choice among several students. This makes for a more realistic process for the students and helps to ensure the best fit.

☞ **Where possible, give students a choice among prospective employers.**

☞ **Be adaptable.** The interview and "hiring" process is largely up to the employer. If at all possible, adjust your procedures to fit with the employer's.

☞ **Provide employers with brief profiles of the students in advance.** These profiles might include prior work experience, grades, class schedules and extra-curricular activities that might affect the student's availability, access to transportation, recommendations from previous employers, teachers and other school staff, and any special considerations.

☞ **Ask employers for feedback about a student after an interview.** Constructive comments can be very valuable to students, especially if they have not been selected.

☞ **Try to accommodate as many students as possible.** Some students who would benefit the most from work-based learning are those who do not entirely meet eligibility criteria (e.g. grades). An option is a short-term "probationary" placement, while the student is given an opportunity to meet program requirements. A related issue is that some employers may want to hire the students with the highest grade point averages. Talk to employers about their willingness to consider students who do not have the highest grades. Keep in mind that work maturity is often a better predictor of a successful placement than is academic achievement and that many employers agree. In addition, encourage employers to work with out-of-school youth, female students in nontraditional workplaces, or students with disabilities. Engage employers in a frank discussion about their reservations to see whether it's possible to place certain students.

☞ **As they become more experienced with a program, ask employers to accept different kinds of students.** As employers get more comfortable with a program and its students, they may become more willing than they were initially to take on students who require more attention or students with lower levels of academic achievement.

GETTING STUDENTS TO AND FROM THE WORKSITE

1. Identify and pool your resources.

Transportation can be a tricky issue. There are a variety of challenges, including longer distances to travel in rural regions and purchasing insurance to cover students in transit. Likewise, solutions vary depending on the circumstances. Public transportation (where available), school- or company-owned buses (with either the school or the employer picking up the added insurance costs), blanket insurance coverage for private autos, inter-district agreements, and van pools are all options to investigate. Specially equipped vans will be necessary to transport some students with disabilities.

EXAMPLES:

a. Project COFFEE (Co-operative Federation for Educational Experiences) is an alternative occupational education program in Oxford, MA, serving 21 central Massachusetts school districts within a 30-mile radius or 45-minute drive of Oxford. The program has vans to transport students to and from the program and, in some cases, their work-study sites. For each student sent to the program, the participating districts pay a tuition fee to the Oxford School District out of their state special education funding. Reduced rates are charged to districts sending ten or more students to the program.

b. In Milwaukee, WI, high school students attending district-wide magnet schools are provided with free bus passes.

c. Students in the Polaroid youth apprenticeship program at the Rindge School of Technical Arts (Cambridge, MA) are transported between the school and the company by Polaroid-owned and -operated vans.

d. Students in Partners in Business (Weymouth, MA) are transported to and from their internship placements by school-owned vans. The businesses pay a monthly $100 fee to cover the program's transportation costs. Internships are scheduled for different two-period time slots; so the vans do several runs each day. In this program, transportation is not just a logistical necessity; it is also designed as an opportunity for students to be in contact with another caring adult.

All the van drivers, who spend about 20 minutes per day with the students, are retired school principals or retired school teachers. As a result, transportation time is not necessarily "down-time."

2. Schedule classroom and work-based experiences in ways that minimize logistical problems.

Consider alternative class schedules to cut down on the amount of time spent in transit.

EXAMPLE:

The class schedule for ProTech's new program in Environmental Services at South Boston High School (Boston, MA) is designed so that students are in the workplace one full day each week rather than a few hours each afternoon. In addition to limiting transportation costs, this schedule makes it possible for teachers to have a common planning time and to be available for worksite visits.

4

SUSTAINING SCHOOL AND WORK CONNECTIONS

A number of important elements must be in place to keep the program and the collaboration going. At least one person must be available to act as the liaison with the parties involved, coordinate the program, solve problems, and perform various other functions. A structure must be created to deal with broader programmatic issues and maintain the connections among the partners. A monitoring system must be developed to ensure the proper functioning of the worksite component. Opportunities must be present for school and worksite personnel to learn about each other's concerns. Students must have access to a range of support services.

This section of the manual will provide some suggestions for how to establish and maintain these vital elements of your STC effort.

MAPPING OUT THE ROLE OF THE STC SPECIALIST

1. Staff your STC initiative with one or more School-to-Career Specialists.

STC program operators around the country agree unanimously that a program must be staffed by one or more persons with sufficient time to (1) provide services to students, (2) manage day-to-day operations, and (3) coordinate the collaborative efforts of all stakeholders. More specifically, the following functions must be performed:

- Recruiting students into the program;
- Maintaining connections with parents, teachers, and other school staff;
- Mentoring, advocacy, and student support;
- Worksite monitoring;
- Job development and matching;
- Day-to-day coordination, management, and problem-solving;
- Managing mentors and other volunteers;
- Promoting the integration of work-based and school-based learning;
- Developing and maintaining employer-school partnerships.

These functions *cannot* be accomplished in a catch-as-catch-can fashion. They must be built into the job descriptions of one or more individuals—*School-to-Career Specialists*—and significant time must be built into those jobs to ensure that the necessary functions get done.

Examples:

a. The School-to-Work Coordinator at the GASC Technology Center (Flint, MI) devotes most of her time and energy to partnership relations, program development, technical assistance to program directors and teachers, and overall administration. In the case of larger programs at the Center, other STC specialists are primarily responsible for day-to-day management and liaison work.

b. The two Supervisors of Cooperative Education at the Dauphin County Technical School, outside of Harrisburg, PA, are responsible for developing job placements, matching students with available slots, monitoring placements, troubleshooting the worksite placements, working with guidance counselors, recruiting students, and staffing advocacy committees.

c. The Community Resource Coordinator for the S.C.O.P.E. Program (Spokane, WA) is the primary partnership developer and coordinator for workplace experiences for students in a high school that has been restructured along career pathway lines. He also provides support to "career path leaders," faculty who lead teacher teams in each career pathway and who coordinate pathway "focus teams" that include school staff and community partners.

d. Boston (MA) PIC Career Specialists are outplaced at nearly every Boston high school. They provide career awareness workshops and job training seminars, assist students with resume and interview preparation, maintain contact with employers, screen students for job openings, set up and refer students to interviews, monitor placements, and troubleshoot as needed. (For examples of other STC Specialists or STC Specialist teams, see Section 8 and Appendix A.)

CREATING A STRUCTURE TO MAINTAIN COLLABORATION

1. Work with the collaborating entities to decide upon a program governance structure that gives continuous direction to the project and adequately represents the interests of all organizations involved.

Successful STC projects rely on ongoing and substantial participation by all collaborating entities. Aside from direct involvement in students' experiences, this participation can occur at two levels: overall program governance and active membership in one or more task-oriented committees. At the top level—the main policy- and decision-making level of the collaboration—the participants should be represented on the governing board by people with clout, people who can commit their organizations to whatever decisions are made. At the second level, operating committees and subcommittees should consist of people who can provide the governing board with more specialized information and give well-informed, practical direction to project operations.

EXAMPLES:

a. Boston's (MA) ProTech has an executive committee for each career-area program (Health Care, Financial Services, and Utilities). The executive committees meet on a quarterly basis. They consist of the vice presidents for human resources from the participating employers, the principals of the host high schools, the ProTech Director, and the Lead Coordinator for that programmatic area. There is also an operations committee for each career area, which meets monthly. Each operations committee is comprised of program "line-staff": worksite coordinators or point people, lead teachers from each school, and the ProTech Coordinators for each career-area program from each school.

b. Kalamazoo's (MI) Education for Employment (EFE) has a strong committee structure involving all stakeholders. Employers serve on "Occupational Advisory Committees" in each of 17 career and career cluster areas. They work with EFE staff on program design, curriculum development, integration of work-based and school-based experiences, and recruitment of worksites. Employers are also members of the EFE Council—the governing body—or one of its seven subcommittees (Economic and Occupational Forecasting, Awards, Membership, Marketing, Executive Committee, the Outcomes Task Force, and the Workforce Entry committee).

c. Members of the industry advisory board of MVOTEC, the Tech Prep collaborative in northeastern Massachusetts, also serve on four task-oriented subcommittees (Employer Needs, Program Implementation, Evaluation, and Public and Community Relations).

d. Program advisory committees at Keefe Technical School (Framingham, MA) may meet ten or more times a year when technology in a program area is changing rapidly.

2. Recognize employer contributions.

Leaders of STC collaborations and STC specialists report that it is important to let individual employers know that their participation is appreciated and to show that appreciation regularly. Get into the habit of writing thank you letters. Organize a public event at least once each year to celebrate successes and to recognize the accomplishments and contributions of students and private-sector partners. These may include graduations, the kick-off or completion of summer internships, or events to present awards to employees and others who have participated.

3. Encourage employers to recognize employee contributions.

A good way for employers to show their commitment is to demonstrate to their staffs that employee participation is important. This can be done in a variety of ways, including:

- Counting program participation as a positive factor in employee performance evaluations;
- Providing release time for participation in program activities;
- Letting it be known that involvement in the program can be an important professional development opportunity.

EXAMPLE:

Serigraph, Inc., a major employer in the West Bend (WI) Printing Youth Apprenticeship Program, uses supervision of students as a way to groom promising employees for managerial roles. Because students in the West Bend program rotate through different divisions of the company, employees who work with students also become more visible company-wide.

4. Work toward deepening the employer's commitment to the program.

The more connections there are with company employees at all levels, from line staff to top management, the less dependent the partnership is upon the continuing presence of a few key program champions within the company. Always think about how to build the company-wide or institutional commitment of your employer-partners.

EXAMPLE:

The West Bend (WI) Printing Youth Apprenticeship Program began under the leadership of Serigraph's CEO and his commitment to provide work-based learning for all youth apprentices in the first year of the program. Since then, the program has become an integral piece of Serigraph's workforce development strategy, involving numerous company employees.

5. Examine the program with a critical eye. Look for ways to make it more effective, and revise roles and structures as needed.

Good STC programs do more than pay lip service to continuous improvement. They actively practice it. Regularly gather process and outcome data and report results. Solicit suggestions and constructive criticism from participants and outside observers alike. Seek to understand the reasons for negative experiences. Use what you have learned to modify and fine-tune the program accordingly.

6. Make sure the partnership is staffed by people with the time and skills to do the job properly.

Once the governance and committee structure has been developed and agreed upon, one or more people must be available on a regular basis to coordinate the meetings and other activities of the partnership as a whole. If this is a part-time function, make sure that whomever is given that role has enough time to perform it adequately.

EXAMPLES:

a. The School-to-Work Transition Project Director for the Tulare County (CA) Workforce Coalition has three primary functions: developing formal business–education linkages, facilitating STC activities, and acting as principal staff person for the Coalition's four main subcommittees. A private-sector facilitator, hired by the local PIC, works on a part-time basis "to keep the meetings running."

b. The Kalamazoo (MI) Education for Employment managerial and line staff (Regional Directors, Workforce Entry Coordinators, and Counselors) serve as staff liaisons to various occupational cluster advisory committees and as lead staff for certain program features or initiatives (e.g. Tech Prep, gender equity, teacher externships, mentorships, and job shadowing).

SOME POINTERS TO CONSIDER

☞ **Organize operating committees according to industry.** This is especially important when you need experts to review your classroom and work-based learning curriculum to be sure that it meets industry needs.

☞ **Organize other operating committees according to task or function.** *Examples:* Committees for marketing, recruitment, screening of applicants, business development, special events, budget, curriculum, public relations, gender equity, troubleshooting (to resolve problems between partnership members), evaluation.

☞ **Make sure that meetings are well-focused and move along smoothly.** Many people, and business people more than most, are turned off by rambling, poorly organized meetings. Consider using a professional facilitator to help set agendas, make sure that the meetings stay on task, have concrete outcomes (e.g. action steps assigned to specified individuals or groups), and use terminology that everyone (not just educators) can understand.

☞ **Hold meetings at alternating locations.** Doing this helps to introduce people to unfamiliar environments. It gets business people into the schools and school people out to the businesses.

☞ **Agree on a best time for meetings.** Employers generally prefer to meet early in the day (breakfast meetings) or after business hours. Try to reach agreement on times that will ensure the best attendance.

☞ **Use the media.** Contact your local newspaper, radio and television stations with information about the program. Use the media as a way to publicize the contributions made by local employers and the events that celebrate their participation, the contributions made by individual employees, and the accomplishments of students.

☞ **Make sure that students have their say.** Students are an important source of information about how the program is working and can make suggestions that improve it when invited to do so through written evaluations or informal feedback. It is also helpful to conduct exit interviews with students who are graduating from the program or leaving the program before graduating.

MONITORING THE WORKSITE

1. Develop a regular monitoring system that is well understood by all parties.

Monitoring is necessary to make sure the students are having a high-quality learning experience at their worksites. To speak knowledgeably with both students and employers about how well a placement is going, the person who does the monitoring must have a good understanding of the program and what the students are supposed to learn. An important part of monitoring is the troubleshooting function: identifying problems early and developing ways to resolve them.

Examples:

a. The regular work shift for Boston's (MA) ProTech coordinators extends through the school day until the close of regular business hours. During the afternoons, they devote much of their time to employer relations and monitoring students' experiences at the worksite. Importantly, they can be reached by phone, fax, and voice mail at the Boston PIC offices.

b. Career planners (school-site specialists) working for the Louisville (KY) Education & Employment Partnership monitor part-time and summer job placements. They are equipped with beepers so they can respond quickly to employer calls and otherwise be reachable by employers.

c. The coordinator of the co-op program at Shawsheen Valley Technical High School (Billerica, MA) makes sure businesses understand that he will be making periodic unannounced visits to observe students and their supervisors at the worksite.

2. Make sure the monitoring system allows for the free flow of information among the major parties concerned: students, workplace staff, teachers, and STC Specialists.

Some ways to do this:

- Regularly scheduled support meetings between all supervisors and the STC Specialist;
- Regularly scheduled group meetings at the company between the students placed there and the STC specialist;
- Encouraging the worksite supervisor to come to the school to meet briefly with the STC Specialist and anyone else who is appropriate (e.g. a teacher or guidance counselor).

3. Develop your monitoring system to fit the nature of the work-based learning experience, type of worksite, number of students, and preferences of the employer.

STC program operators differ about the necessity and frequency of making regular visits to the worksite. In some cases, it may not be necessary to visit the worksite at all, so long as there is regular contact among the student, the employer, and the STC Specialist. Generally speaking, however, at least one in-person visit should be made at the beginning of the placement. After that, program and personnel issues, as well as regulatory requirements, will dictate the frequency of contacts and whether those contacts are in person or over the phone.

Examples:

a. ProTech (Boston, MA) coordinators visit students and supervisors at the worksite informally at least once a week.

b. The Industry Liaison and an academy teacher from the East Side Academies (San Jose, CA) meet every other week during the summer with each employer in the program to discuss students' progress.

- **c.** Philadelphia's (PA) academy programs monitor part-time after-school job placements primarily by phone.
- **d.** Louisville's (KY) Education & Employment Partnership changed its in-person monitoring policy to an average of every six weeks after employers complained that visits every four weeks were too frequent (unless there was troubleshooting to be done).

SOME POINTERS TO CONSIDER

☞ **Use the training plan developed for each student as your principal basis for monitoring that student's progress at the worksite.** Because the training plan gives a detailed description of what should be happening at the worksite, it is an excellent point of reference for monitoring.

☞ **Require students to turn in time sheets.** Time sheets, signed by the worksite supervisor, are a good way to track progress and to identify potential issues early on. In programs that involve after-school, part-time work, or too many or too few hours worked may reflect real or potential problems in the workplace.

☞ **Designate one person at the school for employers to contact in case of problems.** Employers appreciate having a single, easily accessible point of contact they can reach whenever the need arises. Make sure this person has at least a phone with recording or voice mail capability—fax and e-mail, too, if possible.

☞ **Ask the employer to appoint a person to be the single point of contact at the workplace.** This can be especially helpful when working with large employers or those with several students at the workplace.

PROMOTING CONNECTIONS BETWEEN SCHOOL AND WORKPLACE PERSONNEL

1. Make sure there is a channel of communication between teachers and supervisors.

A central function of STC Specialists is to tie together the classroom and workplace experiences of students and to provide a channel of communication between school and worksite personnel. STC Specialists fulfill this function in a wide variety of ways across all program types.

Examples:

- **a.** During his periodic site visits to co-op placements, the Career Counseling and Placement Counselor at Howard High School of Technology (Wilmington, DE) takes the time to elicit substantial feedback from worksite supervisors on student performance and relays important information back to the technical instructor at the school.
- **b.** Workforce Entry Coordinators in Kalamazoo County's (MI) Education for Employment initiative promote integration of classroom-based and work-based learning by collecting information about the tasks that students encounter on site and the level to which they have to perform the tasks (on a 1-4 scale, from "exposure" to "could teach it to someone else"). These task lists are shared and discussed with the employers, the counselors, and the teachers, and they serve as a common core for instruction.

2. Provide opportunities for school and worksite staff to experience the working environments of their counterparts.

Practitioners agree that STC programs are better when teachers and other school staff have a chance to gain first-hand knowledge of the workplace and what it requires. Worksite staff, too, profit from a better understanding of the school and how it works. Here are some ways to make that happen:

- Have STC Specialists bring technical and academic teachers along with them on worksite visits;
- Have teachers do some worksite monitoring or direct observation at the workplace on their own;

- Give teachers an opportunity to job shadow in departments where students are placed;
- Invite worksite staff to observe classes or to lead a class or seminar;
- Provide paid summer internships for teachers to work in industry;
- Have teachers provide classes to students while they are at the worksite.

Examples:

a. Teachers at the Oakland (CA) Media Academy get to know industry partners and learn about the worksite by taking turns monitoring summer internship placements.

b. In the Rochester, NY, School-to-Work Transition Initiative, 20 teachers each year participate in summer internships at local businesses. At night, the teachers take college courses that are specially designed to help them translate what they have learned into curriculum for their students.

c. A teacher in a youth apprenticeship program at the Rindge School of Technical Arts (Cambridge, MA) teaches a daily seminar at the worksite (Polaroid). This gives the teacher a chance to come into regular contact with the students' worksite supervisors.

4. Develop ways for school and workplace personnel to communicate with one another and work together on joint activities.

In addition to direct worksite or school-site experiences, the program will benefit from opportunities for school and worksite staff to communicate about matters relating to the program and, if possible, to work together in such activities as program development and design, curriculum development and co-teaching. Also worthwhile are occasional social events to give people from the two settings a chance to meet informally and learn about each others' concerns.

Examples:

a. Once a month, the cooperating teachers and worksite mentors in Tulsa's (OK) Craftsmanship 2000 program have a working lunch to discuss the students' experiences at the worksite and their application to school-based learning.

b. In the West Bend (WI) Youth Apprenticeship program, the high school technical instructor meets at the company site every month with the head workplace mentor, the student, the trainer, and the student's parents to assess the student's progress and experience to date.

c. Responding to teacher interest in environmental themes and an increased demand for skilled workers in agribusiness, the Business Partnerships Manager of the Portland (OR) Public Schools helped organize presentations and other "awareness building activities" for teachers by the Agriculture Business Council and Oregon State University. This was followed by a "guided debriefing" of the teachers and opportunities for them to take field trips and begin work on curriculum development.

5. Develop in-service workshops and other professional development activities to promote integration.

Ongoing in-service training opportunities, sometimes involving both schoolsite and worksite staff, can be an excellent way to present new ideas and help those involved to refine their approaches to integrating school- and work-based learning. Professional development activities can also be used to facilitate stronger ties between academic and technical faculty.

Examples:

a. Oregon State University has offered two-week curriculum development workshops for Portland-area teachers, not only housing and facilitating these ventures but also paying teachers for their participation in them.

b. The Magnet Career Academy Coordinator at Central High School in Louisville, KY, promotes the integration of academic and technical education by coordinating shadowing experiences for academic teachers.

c. ProTech (Boston, MA) hosts annual supervisory training at its high school sites. Supervisors attend three workshops, change workshops when the bells ring, and eat lunch in the cafeteria. They enjoy "being in high school again" and get a sense of the teachers' world as well as that of the students.

PROVIDING AND ENSURING SUPPORT FOR STUDENTS

1. Make sure that every student has access to at least one adult to help deal with career issues and problems at the workplace.

Many students will have at least some problems adjusting to the expectations and culture of the workplace and communicating effectively with their supervisors and coworkers. Volunteer mentors and assigned workplace mentors (who may or may not be supervisors) can be very helpful to students in dealing with such problems. In many programs, the STC Specialist is a key advisor to the student as well.

2. Provide counseling and advocacy to help students deal with other problems that may interfere with performance at school and the workplace.

Access to counseling and referral to social services can be especially important in programs with a large number of disadvantaged or "at-risk" students. In some programs, this is an important aspect of the STC Specialist's role. In others, teachers and guidance counselors take on a case management function. Experience shows that programs choosing either option need to pay close attention to caseload size and the time available to deal with students' problems. (See Section 8 for discussion of staffing ratios.) Stretching people too thin invariably leads to students falling through the cracks.

EXAMPLES:

a. Boston (MA) ProTech coordinators work closely with students to construct individualized personal development plans. For each student in their caseload, they attempt to play the role of mentor, confidant, and advisor.

b. In academy models, the teacher team collectively offers case management services to individual students. Teachers tutor students, meet with parents, and serve as a mentors. In the California Partnership Academies, common release time allows the teacher team to discuss individual students and their needs.

c. In Project COFFEE (Co-Operative Federation for Educational Experiences), a regional alternative occupational education program for at-risk high school students located in Oxford, MA, each student is assigned an "educational advocate," an academic or occupational instructor on the staff. The advocate is the program's primary contact with parents and work-study employers, pays specific attention to the student's progress and needs, and leads weekly staff team meeting discussions concerning the student.

d. In the Manufacturing Technology Partnership youth apprenticeship program (Flint, MI), both male and female students attend a sexual harassment prevention workshop. The workshop covers appropriate workplace behavior and actions that may be taken if sexual harassment occurs.

3. Match students with volunteer adult mentors.

Volunteer mentors are especially effective in programs serving at-risk or underachieving students. Mentors serve as confidants and resources for students. In academy programs, volunteer mentors are recruited from company partners who share the academy's industry focus. A common feature is for mentors to be assigned before the students begin their primary worksite experience, usually during their junior year.

EXAMPLES:

a. In the 133 National Academy Foundation (NAF) programs nationwide (in Finance, Community Service, Travel and Tourism), students are matched with volunteer mentors to supplement the "natural" mentoring relationships that they have with program staff, schoolsite and worksite personnel. In the Boston (MA) NAF programs, a Greater Boston One-to-One grant supports a part-time mentor coordinator, who uses such criteria as race, gender, career interests, and hobbies to find volunteer mentors for 150 juniors and seniors by mid-October of each year. Mentors attend a three-hour training session and receive a comprehensive resource book, containing mentoring tips and suggestions for activities. The mentor coordinator arranges periodic school-based meetings for mentors and mentees, covering such topics as financial aid, life skills, job interviewing, and career options. He also coordinates celebratory events at the beginning, middle, and end of the year, provides the ongoing point-of-contact for the mentoring program, and solicits oral and written feedback from mentors, mentees, and school staff.

b. In the Worcester (MA) Career Beginnings program, volunteer mentors meet with students at least once every month.

4. Involve parents in the student's STC program and career plans.

Program operators report that parents are too often "the neglected partner" in STC partnerships. They should not be. Parent concerns about tracking and vocational vs. academic options must be addressed if the program is to be appealing to a broad range of students. Parents, too, can be important allies of teachers and program staff by helping to keep students on track and working with teachers to resolve problems along the way. Ways to promote parental involvement include: preparing informational brochures, inviting parents to attend informational interviews and orientations, and requiring parents to be signatories of program training agreements (along with the employer, the student, and school personnel).

EXAMPLES:

a. The Cornell Youth and Work Program has published *A Parent's Guide to Youth Apprenticeship* specifically to explain the program structure, describe the parent's role, and address possible concerns that parents may have.

b. Roosevelt Renaissance 2000 (Portland, OR) hosts a fair at the beginning of each school year for incoming students and their parents in order to explain the program and answer questions, to solicit parental involvement, and to increase enthusiasm for the program.

5. Provide opportunities for structured reflection and peer support.

Give students regular opportunities to put things together, make sense of their experiences in the program, and reflect on what they have learned. Journal writing can be a good way of doing this, but group discussions and seminars are equally if not more important for most students.

EXAMPLES:

a. Students in Cornell's (NY) Youth and Work Program keep a journal over the course of their apprenticeships, giving them a way to clarify the connections between the school and worksite and to gain practice in descriptive writing.

b. The Independent Study Advisor in the New Ways Workers program (Sonoma County, CA) leads monthly 90-minute seminars for student-workers to provide opportunities for them to share experiences and offer each other advice and problem-solving strategies.

c. Co-op students at Holyoke Community College (MA) take a weekly interdisciplinary seminar to supplement their work experience. The seminar offers students an opportunity to raise workplace concerns with each other and the seminar leader.

d. A nontraditional occupations support group at Upper Cape Cod Regional Vocational–Technical School (Bourne, MA) meets monthly to address issues of common concern, including gender bias and stereotyping in the workplace. The group consists of both female and male students. Jointly led by a guidance counselor and a volunteer from the nearby National Guard base, the group also visits worksites and hosts guest speakers.

e. At South Seattle Community College (Seattle, WA), the Work Experience class in the English as a Second Language (ESL) program offers students an opportunity to share their concerns about work, provide support to each other, and gain confidence in navigating unfamiliar work and cultural environments.

SOME POINTERS TO CONSIDER

☞ **Do an orientation for mentors and "mentees."** Have an orientation for both students and prospective mentors. Ask seasoned mentors to talk about their past experiences, so that new recruits get a realistic picture of what mentoring is like. Training mentors in diversity, gender equity, and sexual harassment issues can also assist them in helping students navigate unfamiliar workplace environments. Ask former mentees (students) to talk to students who are about to be paired up.

☞ **Find a mentor coordinator at the company.** Where there are several volunteer mentors from one company, it makes sense for one company person to do internal recruitment of mentors and to be the program's single point of contact for all the participating employees at that company.

☞ **Make sure there are adequate and clear procedures for referring students to social and human services providers .** It's important to have well-understood channels of communication between program staff and student support personnel. Neither worksite staff nor volunteer mentors should become, in effect, a student's social worker or otherwise substitute for experienced social service providers.

☞ **Meet with parents on a regular basis.** Some parents may be reluctant or unable to attend meetings at the school because of negative associations with the school or other institutions, schedule conflicts, transportation problems, and disability, among other reasons. As a result, conferences with certain parents may need to take place off-site—at another location in the community or at residences.

5

THE NEXT STEP: LINKING TO JOBS AND FURTHER EDUCATION

School-to-work is not just a high school program, nor only a program that is aimed at high school students preparing to enter the workplace directly. That much is clear from the School-to-Work Opportunities Act (STWOA), which calls for providing students with "assistance in obtaining good jobs and continuing their education in post-secondary educational institutions."

This section of the manual will suggest some ways for STC programs to create the necessary links to opportunities beyond high school.

EXPANDING COLLEGE AND CAREER AWARENESS

1. Start early.

The STWOA calls for "career awareness and career exploration and counseling beginning at the earliest possible age, but not later than the 7th grade." In most communities, this will mean creating new connections for younger students and incorporating career development into the middle-school curriculum. By using an incremental approach—beginning with a few guest speakers and field trips, and using videos about industries and careers— it should be possible over time to gradually develop a more comprehensive set of opportunities for students at the middle school and early high school levels. Career awareness and exploration programming in the earlier years presents an important opportunity to introduce all students, in particular those whose expectations may be limited because of economic disadvantage, disability, or gender stereotyping, to the widest range of possible career choices.

EXAMPLES:

a. In the Lowell Early Awareness Program, seventh and eighth graders at the Lowell (MA) middle schools work through a six-week series of structured exercises helping them develop a better sense of what the future may hold for them and what their options are. Supplementing these activities are guest appearances by people in different careers, field trips to local companies and colleges, and a career fair in the spring. The activities are led by part-time staff based at Middlesex Community College.

b. Teachers in the S.C.O.P.E. program (Spokane, WA) work with up to ten students to develop with each one of them a five-year career development plan (covering the period from 9th grade to the first year after high school). Increased involvement in career and college counseling by guidance staff is made possible by the on-site presence of a variety of social service providers, assigned to the school to address students' personal and family issues.

c. Career awareness curriculum ideas, resources, and materials are available through the Massachusetts Voc-Tech Curriculum Resource Center located at Minuteman Science–Technology High School and Adult Career Center (Lexington, MA) and through the Massachusetts Occupational Information Coordinating Committee (Boston, MA).

d. Between September and January, all ninth-graders at Upper Cape Cod Regional Vocational–Technical School (Bourne, MA) gain exposure to a variety of occupational areas by doing week-long or three-day rotations through each one of the school's twelve "shops." These experiences give both male and female students the opportunity to explore nontraditional careers.

2. Use participating employers and volunteer mentors as resources.

Employers can give good, concrete reinforcement to other early awareness activities by speaking to students about jobs and careers in their industries and by hosting tours and job shadowing at their companies. Volunteer mentors can be role models for students. They can talk with their mentees about their own jobs and careers, their education, and work histories and encourage them to think about their futures. They can also be very helpful with college applications and the like.

EXAMPLES:

a. Boston's National Academies programs encourage volunteer mentors to help students assess their post-secondary options. Among other planned units, they hold school-based meetings for mentors and mentees on college financial aid.

b. In the Louisville (KY) Education and Employment Partnership, volunteer mentors regularly engage their mentees in discussions about higher education opportunities.

3. Take advantage of other resources in the school or the community.

Essential to STC programs are ongoing career development services and offerings for all students at the school. Leverage existing career development resources that foster in younger students an expanded awareness of career and post-secondary options. For example, Educational Talent Search and Upward Bound programs (both sponsored by the U.S. Department of Education) sometimes provide early awareness activities. In many jurisdictions, state and local employment and training agencies can be valuable resources. Also helpful can be volunteer organizations (such as Big Brother/Big Sister, Girl/Boy Scouts, the YM/YWCAs, Chambers of Commerce, and the JayCees), Junior Achievement activities, Tech Prep programs, and guest speakers from local colleges, college placement offices, employment agencies, and other private and public organizations serving particular populations. A variety of films can be used; library activities can be planned; and, in places with access to the Internet, a wealth of career- and college-related information can be accessed.

EXAMPLE:

a. Several agencies in Massachusetts offer career development services. The Department of Employment and Training has extensive information on job openings and labor market trends. The Massachusetts Rehabilitation Commission is an important resource for students with disabilities. Schools and community colleges with vocational technical programs have access to technical assistance in gender equity through five regional projects funded through the Massachusetts Department of Education. Regional Employment Boards are a source of information on local industry and labor market developments.

b. At South Seattle Community College (Seattle, WA), the Work Experience Coordinator for the English as a Second Language program taps the expertise of local resettlement and immigrant's rights organizations to address both cultural and language barriers to students having successful worksite experiences.

4. Involve parents.

In many ways, parents are the most valuable resource of all. Parents with different kinds of jobs and careers can come to the school and talk to students about what they do. Most importantly, they can encourage and help their own children to think seriously about their future and to make connections between course selections and later career options. Special workshops, aimed specifically at helping parents to do these things, can be enormously beneficial.

STRENGTHENING LINKS WITH POST-SECONDARY EDUCATION

1. Develop articulation agreements with local colleges.

Articulation agreements promote a smoother transition between secondary and post-secondary programs by establishing a coherent sequence of integrated occupational and academic courses within a discipline beginning in high school. Because this technique has been used to good effect by Tech Prep programs around the country, it may be helpful to seek the assistance and collaboration of Tech Prep coordinators in your region. Look for articulations not only with community colleges but also with four-year colleges and registered apprenticeship programs.

EXAMPLES:

a. Students in Alabama's registered youth apprenticeship programs are automatically eligible to enroll in state-accredited apprenticeships, with full credit for work done in the senior year of high school. The Alabama programs also have articulation agreements with the state's community colleges.

b. The Tech Prep Coordinator at Bristol Community College (Fall River, MA) works with Tech Prep teacher–coordinators at 19 area high schools to refine the curriculum and develop articulations that span high school and community college.

c. Springfield Technical Community College (STCC) (Springfield, MA), Greenfield Community College (Greenfield, MA) and Holyoke Community College (Holyoke, MA) participate in the Tech Prep West consortium together with several regional and local high schools in Hampden, Hampshire, and Franklin Counties. Many courses are articulated between the secondary schools and the community colleges, and much work has been devoted to course sequencing. STCC, for example, has a Tech Prep math course that is a bridge between high school and traditional college courses.

2. Make arrangements to allow qualified students to take courses at a local college.

Giving high school students an opportunity to take courses at college, and to receive dual high school and college credit, is an excellent means to motivate them to think seriously about post-secondary education as the next step. The Massachusetts Education Reform Act recognizes this by providing for the enrollment of eligible high school students in state colleges and universities and the award of both high school and college course credit.

EXAMPLES:

a. Funding from local corporations and foundations makes it possible for eligible students at Lowell (MA) High School to take courses for free at Middlesex Community College.

b. In the Kalamazoo County Health Occupations Career Program, second-year students (usually seniors) spend two days each week in classes at the hospital or the community college, for which they earn both high school and college credit.

c. At Pasadena's Graphic Arts Academy, students take lab courses at Pasadena City College (PCC) during their senior year. When they graduate from the academy, they receive up to one year of community college credit from PCC, which is counted toward an associate degree in Printing Technology. Similarly, the community college program articulates with the B.S. program in Printing Management at California State University at Los Angeles.

3. Look for ways to encourage joint program development and other activities among high school and college teachers and other staff.

Besides more formal articulation agreements and arrangements for high school students to take college courses, STC programs can be enhanced by collaborative activities between secondary and post-secondary faculty and staff. Through collaborative curriculum development, co-teaching, and faculty exchanges, programs can develop a continuum of courses and activities to optimize student learning and sense of accomplishment. In addition, education schools can play a strong role in designing and supporting professional development of high school faculty in such areas as curriculum development and applied learning.

EXAMPLES:

a. Michigan's Macomb Community College (MCC) has joined with neighboring school districts and the regional auto body industry to develop Project Draft, a program designed to meet the need for skilled entry-level workers in the drafting field. The program features an industry-related high school curriculum and training modules for high school instructors. These design components prepare students to take full advantage of the community college's program in auto body design. Combining a more focused, advanced classroom curriculum with paid co-op placements, the MCC program represents a good example of the STC model at the post-secondary level.

b. The Encina Health Career Academy youth apprenticeship program (Sacramento, CA) spans the last year of high school and the first year of community college. The program has a sequenced progression of courses and work experiences designed by its industry partner, Sutter Health, in collaboration with the high school and the Los Rios Community College District.

c. Students in the Cambridge–Lesley Careers in Education program, a collaboration between Lesley College and the Rindge School of Technical Arts (Cambridge, MA), attend an intensive Education Seminar at Lesley College three mornings a week. The seminar is co-taught by a Lesley faculty member and a RSTA teacher.

IMPROVING ACCESS TO JOBS AFTER HIGH SCHOOL

1. Emphasize job-finding and job-keeping skills.

Successful STC programs focus on job search skills, such as interviewing techniques and resume writing, as well as interpersonal skills, such as teamwork. Whether offered as part of a career development course, in modules that are integrated into academic or technical courses, or as a part of career counseling and placement services, designing a program to build students' abilities to manage their own careers should be a central feature of any STC effort.

2. Identify students who may need help with job placement as early as possible.

Because not all program participants will go on to higher education or training immediately after high school, the STWOA calls for "assistance to participants who have completed the program in finding an appropriate job." The early identification of students who want to find employment directly after they graduate makes it easier to assist and support them with what can often be a difficult and time-consuming process, and it can help them identify permanent employment that offers career and training opportunities.

EXAMPLE:

Work-based Learning coordinators at the Kent Career/Technical Center (Grand Rapids, MI) interview students in their junior year about their plans after high school. Counseling staff and coordinators work with students in the senior year to develop their post-secondary plans. In the spring of the senior year, the Coordinators are in regular communication with students who have decided to enter the workplace upon graduation about how their post-graduation plans are shaping up.

3. Design the program to give students opportunities for longer-term job placement.

An important reason that many employers participate in STC programs is to have a chance to "look over" potential long-term employees before making a commitment to hire them. This is especially true for co-op programs and for industry-specific or youth apprenticeship programs. Work with the employers in your program to develop such opportunities for students after they graduate from high school.

EXAMPLES:

a. Placement and transition activities are built into the Siemens Youth Apprenticeship Program (Raleigh, NC, and other locations in the U.S.). Students agree to work for Siemens for at least one year after completing the program, and Siemens agrees to hire them from the start, as long as they are successful in the program and in the exams. A clear pathway, leading to the completion of apprenticeship training and an Associate's Degree, is laid out.

b. At Westfield Vocational Technical High School (MA), pre-apprentices in manufacturing technology are promised employment both during and after their apprenticeship. The pre-apprenticeships are clearly articulated with registered apprenticeships, which are, in turn, clearly defined in terms of hours, experiences, related courses and degrees that must be achieved.

c. In the BETA 2000 Project (Boulder, CO), program staff work with employers during the fall semester to design a 9-12 week customized training course preparing students with disabilities for targeted jobs. Students who satisfactorily complete the training then have 2 or 3 weeks of on-the-job training (OJT) paid for out of special education funds, with support from job coaches. After the OJT, the students are hired for a probationary period, during which they are technically employees of a temporary services agency. The agency provides its services to employers for a reduced fee.

4. Develop or build upon job placement services that already exist.

Limited resources may make this difficult to do in many instances, but in schools where a job placement service already exists (perhaps through a co-op program or a summer job-finding program), it may be possible to expand that service with a minimum of extra expense. Another option may be to build upon part-time or summer job services already provided at the school by an outside agency.

Examples:

a. In addition to developing job placement opportunities for Boston high school students seeking part-time and summer jobs, Boston (MA) PIC Career Specialists provide job placement services for recent graduates. More time is devoted to this aspect of the PIC's Job Collaborative program by Career Specialists during the fall after high school graduation.

b. Holyoke Community College (MA) has combined its co-op and permanent job placement staff into one by establishing its Office of Cooperative Education and Career Services. Staff members work with employers to develop both part-time and full-time jobs, thereby avoiding turf issues that could result from separate staffing of the two functions.

5. Link up with outside agencies and organizations.

In many places, a variety of public and private organizations offer career counseling and job placement as an important part of their mission. Among these are relatively large community organizations (such as the YM/YWCA), youth employment agencies (both public and private), local offices of the state employment service, the state rehabilitation agency, private placement agencies, and community college career counseling and placement offices. The challenge will be to knit together these service providers in a way that builds upon individual agency strengths but avoids unnecessary overlap or duplication of services. Look for such resources in your area and explore the possibilities for a creative collaboration with your program. At the same time, work with your Local Partnership and Regional Employment Board to make these connections link together in a systematic fashion.

Examples:

a. Jobs for Bay State Graduates (JBSG), an affiliate of Jobs for America's Graduates, provides job readiness training, placement assistance, and follow-up services for academically at-risk students. JBSG Job Specialists operate out of 15 comprehensive high school districts in Massachusetts, working with an average of 35 seniors at each school site.

b. New York Working, a collaboration between the New York City Public Schools and the United Way of New York City, coordinates employment-related services at nine high schools. The program has a Career Development and Employment Center at each school, which provides "one-stop shopping" for students seeking work. Each Center is staffed by a part-time school district employee and a full-time job developer who is an out-stationed employee of a local community-based organization.

c. The Massachusetts Department of Employment and Training (DET) uses federal Wagner-Peyser funds to support the out-placement of DET staff at 46 high schools around the state. DET counselors provide job readiness services, job search assistance, labor market information, and interest assessments. DET has developed a six-module career-development curriculum specifically to help high school students make the transition into the workplace.

d. The Office of Co-op Education and Career Services at Holyoke Community College (MA) offers professional development workshops for area high school co-op staff and conducts orientations introducing high school students to services available through the Office.

e. Students in Pasadena's Graphic Arts Academy can draw upon a variety of placement resources. Aside from informal ties through academy staff, students have access to the personnel placement service operated by the local chapter of the Printing Industries Association.

MAINTAINING CONNECTIONS WITH HIGH SCHOOL GRADUATES

1. Keep the doors open for participants after they have graduated from high school.

In its most fundamental sense, STC is all about making and maintaining connections: connections between the experiences students have inside the classroom and the wider world beyond the classroom. Successful STC programs, therefore, are not self-contained programs for high school students only; they give students ways to stay connected even after they have graduated from high school. An important way to do this is to offer occasional opportunities for graduates to meet and socialize. Another is to offer continuing assistance for students who are still having difficulty making the transition to the next step beyond high school and to make it clear to students that they will be able to come back for assistance after graduation.

EXAMPLES:

- **a.** Co-operative education supervisors at the Dauphin County Technical School (PA) mail information on permanent job openings to program graduates for as long as four or five years after graduation.
- **b.** The Extended Compact managed by the Boston (MA) PIC provides career planning and placement services to Boston high school graduates matriculating at colleges anywhere in the U.S. Over 300 new students a year take advantage of Extended Compact services, including job readiness workshops, resume preparation, and referrals to part-time employment, summer jobs, or paid internships.
- **c.** Jobs for Bay State Graduates (JBSG) provides career development and placement services in Massachusetts for nine months following high school graduation. JBSG Job Specialists contact employed graduates every month, and check-in with the employer (by phone or through an in-person visit) five times over the nine-month follow-up period. If program graduates are not currently employed, they are contacted once a week for continued job readiness and placement assistance.
- **d.** There is an open-door policy at Keefe Technical School (Framingham, MA). Graduates may always return to take advantage of the schools career guidance and placement services.

2. Look upon your high school program graduates as resources.

After benefitting from the program during their high school years, many program graduates feel strongly that they would like "to give something back." Give them an opportunity to do so. Recent or not-so-recent graduates often make superb volunteer mentors or workplace mentors for current program participants, or they can volunteer in other ways. Eventually, they can become an important source of employer contacts for future participants.

EXAMPLES:

- **a.** At Central High School, in Louisville, KY, many of the business contacts for that school's Magnet Career Academy are former students of the program's coordinator
- **b.** The Siemens Youth Apprenticeship Program (Raleigh, NC, and other locations in the U.S.) is developing a two-year "meister" certification program. Over time, students who complete the Apprenticeship and take a permanent job with Siemens will be encouraged to complete meister training as a next-level goal. As meisters, these former students will then become supervisors and mentors to students enrolled in the youth apprentice pathway.

6

COLLECTING DATA

The STWOA requires programs to collect and analyze information on post-program outcomes. "To the extent practicable," those outcomes should be determined on the basis of socioeconomic status, race, ethnicity, gender, disability status, and other demographic variables. By telling you whether and to what extent your STC program has been effective, this kind of information can serve as a basis for ongoing program improvements. Gathering information can also be useful as a continuing link between programs and their alumni, to the mutual benefit of both. Perhaps most important, the public and private sectors must agree on what outcomes will be measured, and the results must be shared.

Massachusetts and other states are now in the early stages of developing mechanisms to generate the needed information from other existing data sources (e.g. state government Unemployment Insurance and income tax databases). Until such methods are available, however, it will be necessary to rely completely on a more traditional technique—the graduate survey. As this section explains, collecting data on post-program outcomes of participants involves designing effective methods of tracking and gathering information on graduates as well as connecting information-gathering to other program features.

TRACKING GRADUATES

1. Reach agreement on what to measure.

Successful collaborations depend upon the agreement of all participants, employers, and educators alike, on the outcomes to measure, on methods of measurement, and on indicators of success. Among the important outcomes to track are the following: various measures of academic achievement, attendance, graduation rates, pursuit of post-secondary education and training, post-secondary credentials attained, job placement, work history, and income. Have early discussions about what will be measured and set realistic benchmarks and goals. Make sure everyone knows that the results will be made available to all concerned.

2. Pave the way by building data collection into the program design.

Collecting information from participants should become a routine part of program operations. Explain to students why it is important to have accurate data. Let them know that the information they give you will be used not just to fulfill requirements but also to improve the program continuously along the way. If the students become accustomed to data collection from the beginning of the program, it will be easier to continue collecting data after they leave. Also, don't forget to organize the data contained in various forms and documents, such as program applications, job applications, transcripts, and referrals.

3. Do an exit survey.

A survey of exiting students, whether they are high school seniors or completers of post-secondary education and training programs, is a straightforward way to obtain information on post-program plans and how students can be contacted after they have graduated.

EXAMPLE:

> In the spring of their senior year, all students in Kentucky complete a written Senior Transition Survey, which high school staff use to track post-graduation outcomes during the fall. The survey elicits information on the student's current address and phone number, the name of a parent or guardian and post-graduation education or job plans. It also asks how the student can be reached during the fall, and asks for a second address and phone number of someone else who will be staying in contact with the student.

4. Do a survey of program graduates.

Many programs survey their graduates by mail and follow up with phone calls as necessary. Other programs, particularly those with large numbers of graduates, find it more efficient to conduct a phone survey. Programs report impressive response rates when surveys are conducted by phone. Another option in the case of larger programs is to survey a random sample of program graduates.

Examples:

a. The Boston (MA) PIC conducts a phone survey of all Boston high school graduates beginning in January of the year following graduation. Of the approximately 2,900 graduates of the system in 1993, PIC staff were able to contact 75-80 percent.

b. About 40 percent of the 900 annual graduates from the Kent Career/Technical Center (Grand Rapids, MI) enroll in post-secondary education and training; 60 percent enter the job market. Beginning nine months after graduation, Center staff contact program completers by phone, with a follow-up by postcard if necessary. In this way, they were able to reach 97 percent of the 1993 graduates during the winter and spring of 1994.

5. Try different staff and scheduling patterns to make the task manageable.

It takes time (often in evenings and on weekends) to conduct a phone survey, but programs that do so report that the task is manageable in terms of hours spent. Programs use a variety of approaches—from making the survey part of the job description for one or several staff persons to hiring part-time temporary staff, to contracting out the project.

Examples:

a. Boston (MA) PIC Career Specialists are responsible for surveying graduates from their assigned school. Management estimates that the specialists complete an average of five surveys per hour, including time spent trying to contact graduates.

b. The four Work-based Learning Coordinators at the Kent Career/Technical Center (Grand Rapids, MI) assist a Placement Technician in conducting a phone survey. They estimate that it takes 80 hours, spread over two months, to contact and collect information on the approximately 900 annual graduates.

c. The Fresno (CA) Metropolitan Regional Occupation Program (ROP) makes over 4,500 calls between November and December of each year. The ROP hires 6 student participants for this task, 1 to work during the days and 5 to make calls in the evenings, from 5:00 to 9:00 P.M. Survey costs, including personnel and long-distance charges, are about $1,700 over an 11-day period.

d. The S.C.O.P.E. Program (Spokane, WA) contracts out its post-program survey to a private company with experience contacting graduates for high school and college reunions. The cost to the program is only $1.70 per student.

6. Develop standard forms and procedures.

Programs that conduct many phone surveys have clear procedures and protocols for "trackers" to follow. Your work will be more efficient and the data you collect will be more accurate if you prepare phone scripts, checklists, or survey manuals for staff to follow.

Example:

The Far West Laboratory for Educational Research and Development (San Francisco, CA) has prepared the *High School Graduate Tracker's Guide* for high school counselors in Kentucky. The guide gives directions for contacting and reporting the status of recent graduates, as required by the Kentucky Education Reform Act. The Guide directs trackers first to check with school personnel who may know of the graduate's whereabouts. If this is not successful, trackers are then to try reaching the graduate at the home number listed (trying three or four times at different hours), and then to call the second contact name listed. If still unsuccessful, trackers are to use the information on the exit survey about post-graduation work or school plans to track down the student, before ultimately giving up if they still have no luck.

7. Track students at appropriate intervals after graduation.

Most programs wait six to nine months after graduation before they begin contacting graduates. This gives the graduates some time to make the transition to the next step. For a comprehensive longitudinal picture of outcomes, begin tracking your graduates at reasonable intervals thereafter. For example, you might eventually want to survey participants three years after graduation, then five years, and then seven years. Select intervals that will capture important milestones in graduates' progress through post-secondary programs and into the workforce. A three-year checkpoint, for example, will pick up students who have gone directly into a two-year post-secondary program after high school.

SOME POINTERS TO CONSIDER

☞ **Try not to sound like you are selling something or soliciting contributions.** In these days of heavy telemarketing, phone trackers need to convince the other party quickly that they are not trying to get some of the other person's money. Mention that you are from the school and the reason for the call. Also, once you are into the survey, do not be too insistent if the person does not want to answer all the questions. Better to get at least some of the questions answered than none.

☞ **Call when you are most likely to make contact.** Holiday periods are a good time to call because graduates are very likely to be home then.

☞ **Enter the information into a computer database.** Using a relatively inexpensive computer database program, you can enter the survey answers directly on the computer. This will make it easy for you to present and analyze the data you have collected.

CONNECTING DATA COLLECTION TO OTHER PROGRAM FUNCTIONS

1. Link data collection to general record-keeping and management functions.

Every program must have a general data management function that combines basic student demographic information with other student data—e.g. grades, skills and competencies, work-based learning assessments and portfolios. Incorporate all such information into a permanent record for each student in the program.

2. Link data collection to outreach.

Collecting information on the experiences of program graduates provides an opportunity to reconnect with the graduates, engage them with the program if they are so inclined, and most importantly, offer assistance if needed. One concrete way to do this is to link the data collection function with the program's job development and placement function. Information about students who may need assistance and information about job placements can then flow freely back and forth.

EXAMPLE:

The full-time job developer for the Philadelphia (PA) High School Academies also manages the post-program participant survey. In the course of working with employers to generate part-time and full-time job placements for current academy students, she learns of companies who may be looking to make other permanent hires. Through the graduate survey, she becomes aware of graduates who need placement assistance and refers them to employers as appropriate.

3. Use survey results to identify areas for improvement in program design.

The data collection and evaluation functions are closely intertwined. Questions on the survey of graduates can elicit their views on the importance or effectiveness of different program components (e.g. Did the curriculum or the jobsite component provide a good introduction to or realistic picture of the field?).

4. Report back regularly.

Results of data collection must be readily available and reported to all partners on a regular basis. Periodic measurement and public reporting of outcomes will drive performance, and timely data will permit mid-course corrections and adjustments that are necessary.

5. Use survey results in making the pitch to employers.

Good data can be a powerful tool in recruiting new employers and satisfying current ones, especially if the data show high levels of achievement among both current participants and graduates. Another useful tool can be a satisfaction survey among employers who have participated in the program or have hired students.

7

BUILDING AND MAINTAINING COLLABORATION

A central challenge posed by the STWOA is to marshal and coordinate resources across localities and regions in support of STC efforts. Strategies to accomplish inter-school and inter-district collaboration, and initiatives that Local Partnerships may pursue to effectively coordinate, marshal, and leverage resources, are the subjects of this section.

DEVELOPING AN EFFECTIVE PARTNERSHIP

1. Make sure you have reached out to all the necessary partners.

STC is based on a comprehensive vision for meeting the needs of young people and the needs of the wider society at the same time. Making that vision a reality means that many different sectors of the community must make a commitment and become involved in Local Partnerships. It also means that the partners must be represented by people who can firmly commit their organization to participating. In addition to employers and industry associations, state and municipal agencies, labor, and community organizations must be represented.

EXAMPLE:

Community partnerships—such as the Flint (MI) Roundtable, the Portland (OR) Leaders' Roundtable, and the Boston Compact—have served as models for other communities wishing to set a broad agenda on education, employment, and social services for young people. With the growing influence of the STC movement and the passage of the STWOA, multi-sector stakeholder organizations with strong business leadership are being established where they have not existed before to support the development of STC systems. Examples include the Austin (TX) Training Foundation, Workforce Silicon Valley (CA), and the Philadelphia Consortium (PA). In some instances, these newer entities have been established precisely to become the "Local Partnership" entity under the STWOA. In any case, these community partnerships aim to bring employers and educators together to set goals and strategies for a combined workforce development and education reform agenda.

2. Involve all stakeholders in the process as early as possible.

Reaching out to all employers and other community partners that are interested in STC issues at an early stage will build ownership and commitment on the part of all involved, not to mention providing the opportunity for additional contacts and networking possibilities. Including agencies and organizations that serve particular populations in early discussions is critical to reducing barriers to participation and addressing questions of access and diversity as they arise.

3. Build upon the work that has already been done.

STC cannot succeed if it is thought of as a yet another new program, to be superimposed upon (and somehow exist side by side with) the programs and institutions that are already in place. It is more properly understood as a way to combine, build upon, and expand what already exists to meet more comprehensively the needs of young people. This means that current efforts by existing programs and organizations must be viewed as essential building blocks of the STC system. Programs, agencies, and organizations such as regional technical schools, co-op programs, Tech Prep consortia, community colleges, labor unions, and community-based organizations must become full partners if a truly comprehensive system is to be created.

MANAGING THE SYSTEM

1. Agree upon a coordinating organization or create a new entity to provide overall system coordination.

Smooth coordination and proper allocation of resources depends on the existence of an entity that is accountable for the system as a whole. This entity must bridge geographic boundaries (whether school or district) and have a broad agenda that responds to the needs of the different partners. Its mission must be to build the regional system, not to compete with the programs or organizations that are already there. Most importantly, whatever organization is chosen for this role, it must be able to perform the coordinating functions properly and must have the trust and commitment of all the partners. This is far more critical than the kind of organization it is or where it is physically housed (whether it be a private industry council, a community college, one of the participating schools, an educational consortium, or some other entity). Where no appropriate organization can be found to fill this role, the Local Partnership can create a new institutional entity to do so.

EXAMPLES:

a. The independent, non-profit Philadelphia (PA) High School Academies, Inc. (PHSA), has overall responsibility for policy, fundraising, and budget approval for the network of academy programs in 11 separate industry areas operating in 19 high schools throughout the city. Each industry program has its own board of governors, but summer jobs and other employment- and career-related services are coordinated and delivered by central PHSA staff.

b. Kalamazoo County's (MI) Education for Employment (EFE) initiative is operated by the Kalamazoo Valley Intermediate School District, the regional technical school district. EFE is governed by an executive committee representing the District itself, the nine local school districts in the county, and Kalamazoo Valley Community College, the primary post-secondary partner.

c. In the case of Craftsmanship 2000, a new 501(c)(3) organization, affiliated with the Tulsa (OK) Chamber of Commerce, was established to manage the program and coordinate the efforts of all participating employers and schools.

d. The Washington County (WI) School-to-Work partnership has created a new entity to implement STC programming county-wide and is hiring a full-time County School-to-Work Coordinator to spearhead these efforts. To increase visibility and access to the business community, the Coordinator will be located at the offices of a Chamber of Commerce.

2. Anticipate system-wide problems.

As new STC programs develop around the country, certain common problems have begun to emerge. Perhaps the most troublesome is the competition among schools and school districts over the employer base. There is a real danger of alienating employers by deluging them with requests for placements from different schools and programs. Other issues include the costly duplication of effort and the competition for scarce resources across school and district lines. A functioning STC system must address these problems.

EXAMPLES:

a. The Boston (MA) PIC has "regulated" school-employer relationships by pairing each of the district's high schools with one or two major employers in the city.

b. Until recently, each of Oakland's (CA) twelve academy programs had its own industry liaison, and it was not unusual for several liaisons to approach the same employer for internships and mentors. The number of liaisons has since been reduced, and liaisons are now less likely to "trip over" one another in their recruitment efforts.

c. Health care providers in Sacramento (CA) are beginning to organize as an industry to present a common front in response to the mounting number of requests from area schools for internships and other work-based learning opportunities.

3. Develop coordinating functions to address system-wide issues.

Individual institutions, STC programs, and emerging systems have taken a number of steps to deal with the problems just described:

- Designating or hiring a "point person" for an entire district or multi-district region;

- Reducing confusion by developing common forms and procedures for use with employers throughout a region;
- Developing common marketing materials;
- Addressing ways to coordinate requests for participation to area employers.

Examples:

a. A regional coordinator position, funded in part by the state's STWOA implementation grant, has been created by a consortium of Chambers of Commerce covering five rural communities in the western "exurbs" of Portland, OR.

b. A major feature of the regional coordination efforts managed by Future Workers of Oregon is its Practitioners Committee, a group of STC specialists from local school districts throughout the Portland region who meet frequently to address common challenges. Committee members are creating standard form contracts, an employer handbook, and common procedures intended to avoid complexity and make it easier for employers to participate.

c. The "Corporate Roundtable" at Bristol Community College (Fall River, MA) brings together administrators of the Center for Business and Industry and the Co-op, Tech Prep, Field Experience, and other programs to address areas of common concern, including employer outreach. Recruitment of local employers and competition over the employer base are also addressed by a Fall River area "work experience" coalition, comprised of representatives of community college and high school programs.

4. Develop ways to share information.

Databases containing career and labor market information can be useful to program staff within a region or across regions. Similarly, databases on student participants can be helpful to job developers who are having difficulty finding a student within their own program to fill a placement. A logical practice at such times is for the job developer who generates the placement to have "first dibs." In addition, regional databases can be used to manage and coordinate outreach to employers.

Examples:

a. Washington County, WI, is establishing "CareerNet," a county-wide computerized database of career information, which will include information on assessments, career exploration, post-secondary opportunities, and employment and training trends. CareerNet will eventually be accessible from several locations, including local post-secondary institutions, the Job Service Center, career guidance centers at the five high schools within the county, public libraries, youth apprenticeship sponsoring companies, and home terminals with telecommunications links.

b. Career guidance and placement counselors at each of the three technical magnet high schools in the New Castle County Vocational School District (DE) share information about job leads and students through a common database and wide-area network.

c. Central to the coordination effort in Greater Portland (OR) is the School-to-Work Information System (SWIS), a regional database of employers and students participating in STC programs. Still in its development stages, SWIS will be an employer-driven system that will contain information on individual employers' preferences (the ways they wish to participate, whether they are willing to work with multiple districts or only their "home" school district, etc.) and their history of being contacted by schools. As a reflection of how important this is to employers, much of the cost of developing SWIS is being assumed by the private sector. Information on students available through SWIS, meanwhile, will assist in making matches to work-based learning opportunities.

5. Provide for technical assistance and professional development across school and district lines.

One of the more effective functions of the system-wide entity can be managing scarce dollars to provide professional development and technical assistance services for teachers and other professional staff across a region. In addition, districts may receive technical assistance through a variety of state-wide education reform and systems change initiatives.

Examples:

a. The Portland (OR) region will use some of its STWOA state implementation funds to pay for release time and substitutes so that teachers may shadow other teachers who have developed and taught project-based, career-oriented classroom curricula or who have implemented programs that feature work-based learning. In addition, pilot sites in the Greater Portland area receiving "regional coordination" funds are being required to "mentor" non-funded sites.

b. In Philadelphia's (PA) Education for Employment program, school site coordinators attend weekly professional development meetings and workshops led by central office program coordinators, who are responsible for the development and implementation of work-based learning programs in particular fields at different schools across the city. The site coordinators, in turn, share what they have learned with their teacher colleagues back at the individual school sites.

c. In Massachusetts, technical assistance in addressing barriers to employment faced by certain populations is available through two federally funded initiatives: the Supported Employment Systems Change Project (administered by the Massachusetts Rehabilitation Commission) and the Massachusetts Transition Initiative (administered by the Massachusetts Department of Education). The former expands supported employment services for people with disabilities (including those who are members of culturally diverse communities), and the latter provides school districts with technical support and funds to implement effective transition planning for students with disabilities.

6. Think about curriculum development initiatives across districts.

Another way in which staff from across districts can share resources and expertise is to collaborate on curriculum development. Cross-district collaborations are now beginning to take shape to address STC's increased emphasis on upgrading skills, learning that is project-based, and infusing career- or industry-related units and themes into the classroom.

Example:

The GASC Technology Center in Flint, MI, has just created a position for a School and Business Liaison, who will work on curriculum development and enrichment with its "feeder" middle schools and high schools. Central to this effort will be the creation of cross-district teams of teachers and administrators that will be key to the establishment of an effective regional career development system.

7. Share the cost burden.

While some STC initiatives may have start-up funding through special grants, they must eventually become self-sufficient. Paying for the cost of the program, and for the larger system that supports it, will require either new funds or a reallocation of existing resources by each member of the partnership. In any case, the burden on any individual partner can be lightened by having each partner share in system-wide costs. For example, in cases where a person coordinates STC activities across several schools or school districts, each school or district can share in paying that person's salary and other associated costs.

Example:

Boston (MA) was recently awarded a STWOA Local Partnership grant, which funded the positions of four school-based STC coordinators. These lead faculty members are responsible for organizing whole-school connections to STC and facilitating all professional development and curriculum development needs within their respective schools. In the second year of the grant, the School Committee approved institutionalizing these costs into the Boston Public Schools' budget. This not only took these positions off grant funds but also sent a strong signal to the entire school system that STC was a priority.

8

STAFFING CONSIDERATIONS

The way that connecting functions are staffed has major implications for how long it will take to implement new programs and systems; how quickly they can be brought to scale; the quality of the program; its value to students, employers, and school staff; and ultimately, program cost.

Despite all the variables, it is clear that connecting activities cannot be performed in a haphazard way. Someone (or some people) must be available on a day-to-day basis to assist student participants and to put out fires. Someone (or some people) must be responsible for program development and relationships between schools, employers, and other program partners. In deciding how to staff up, designers of STC programs and systems must allocate sufficient staff resources to get the job done, consider ways to expand existing staff roles, make staffing decisions with reference to a realistic assessment of overall program cost over time, and look for ways to collaborate on meeting staff costs and needs.

STAFFING TO GET THE JOB DONE

1. Make program development and partnership building a significant part of a staff person's job description, especially during the start-up phase.

Programs that focus on a single industry and are designed to meet employers' needs for entry-level workers take a long time to design and implement. The same holds true for programs where many new employers must be recruited. Because STC programs are based on wide-ranging partnerships, staff are needed to anchor the efforts of the different stakeholders and to drive program development. The framework provided by the STWOA may, on the other hand, shorten the amount of time needed to design new programs.

EXAMPLES:

a. The design and start-up of ProTech took over a year of effort by Boston (MA) PIC staff, including a full-time project director.

b. Staff members from the West Bend (WI) Youth Apprenticeship program estimate it takes at least a half-time person a year to launch a program, as this work involves many meetings, availability in-person and by phone, design issues, and education of employers and school personnel.

c. In metropolitan Portland (OR) and Louisville (KY), several STC Specialists spend much of their time developing programs in different sites and industries and helping school-business partnerships set their agendas. These specialists are employed by school districts, Chambers of Commerce, and other intermediary organizations.

2. Once a program or system is up and running, make sure there is someone on staff with enough time to manage partnership relations and to coordinate program improvement and development.

A capable staff person is needed to keep community and employer partners enthusiastic and engaged. This person should be on hand for ongoing problem solving, employer recruitment, design development, and all matters requiring action by committees.

3. Hire or designate a program coordinator.

Coordinating an STC program is a complex and time-consuming job. It involves attending to student concerns, recruiting employers, managing partnership relations, monitoring worksite placements, administering the program, coordinating volunteers, organizing special events, and working every day with teachers, counselors, school administrators, and parents. This job cannot be done adequately when added to a full teaching load or significant other responsibilities.

EXAMPLES:

a. Lead teachers in California's academy programs report that having only one period of common planning time for a teacher team is not enough to develop new summer internship placements or to monitor part-time job placements during the school year.

b. Philadelphia (PA) gives each academy program five periods of release time to distribute among the members of the teaching team. At one academy, release time is divided among three people: the coordinator (3 periods), a teacher to monitor worksite placements (1 period), and another teacher to provide administrative support (1 period).

c. In Greater Portland (OR), pilot sites receiving "regional coordination" funds under the state's STWOA implementation grant are required to designate a site coordinator.

4. Make sure specialized programs have enough staff to ensure a low student–staff ratio.

Because of the close tie to employer hiring and training, youth apprenticeships demand a higher degree of attention by program staff. Lower staff–student ratios are also necessary in programs that feature a highly structured work component or an integrated curriculum.

EXAMPLES:

a. In the Pennsylvania Youth Apprenticeship Program sites serving York and Lancaster Counties, full-time site coordinators work with between 14 and 24 students each.

b. At the Overbrook High School Health Academy (Philadelphia, PA), the Site Coordinator, who is also a member of the teaching team, makes worksite visitations and is in regular communication with the worksite supervisors for the 20 students currently participating. Block rostering and lower staff–student ratios, meanwhile, enable the Academy's teacher team to pay close attention to individual students when they are at the school.

5. Accept higher caseloads in programs serving a wider range of students or employers, but do not go beyond the point where the caseload can be managed effectively.

STC Specialists working with different industries and occupational categories operate successfully with higher staff-to-student ratios. It is hard to generalize what the maximum ratio should be; however, if each student is to get the personal attention envisioned under the STWOA, 50-75 students pushes the limit for someone with significant case management or site monitoring responsibilities. In programs that emphasize job readiness and placement (with less one-on-one attention and less structured work-based learning), liaisons can handle a student caseload twice as high. In restructured schools, where all school staff play a bigger role and work-based learning tends to be less intensive or shorter in duration, coordinators can reasonably generate and manage work-based learning opportunities well into the hundreds. In such cases, however, they cannot also be expected to monitor experiences closely or provide individual attention to many students.

EXAMPLES:

a. Four placement coordinators in programs building on a co-op model offer different opinions on optimum caseloads: *50 is about right, but 35 would be better* (Howard High School of Technology, Wilmington, DE); *55 students for each coordinator* (Dauphin County Technical School, Harrisburg, PA); *80 students for someone who is experienced and has regular contact with students at the school* (Smithtown High School, Smithtown, NY); *200+ is too many. Doubling the number of coordinators would facilitate higher-quality monitoring and program development, including more meaningful interaction with instructors and employers on curriculum and design issues* (Kent Career/Technical Center, Grand Rapids, MI).

b. Boston (MA) PIC Career Specialists each have a target of 70 students to place and monitor in part-time jobs during the school year. If workshops and individual career counseling sessions are included, they serve over 100 students during the school year. They also place an average of 200 students in summer jobs each year.

c. PaCE directors (Fort Collins, CO) place upwards of 150 students per year in a variety of work-based learning opportunities, about the maximum they can handle.

d. At Roosevelt Renaissance 2000 (RR2000), the Portland, OR, restructuring initiative, 690 separate shadowing experiences were arranged during the 1993-94 school year. RR2000's central liaison and coordinating staff of three plan to match this figure and add to it internships for as many as 250 juniors during the 1994-95 school year.

6. Gear caseload size to student characteristics.

While all young people benefit from personal attention, additional support—at both school and worksite—is especially important for students with special needs, those who are economically disadvantaged, or those who are underachieving academically.

EXAMPLES:

a. In the Louisville (KY) Education & Employment Partnership, which serves economically disadvantaged students, Career Planners provide career counseling, job readiness, monitoring, and placement services for average caseloads of 50 students.

b. In Project COFFEE, an alternative program for at-risk youth in Oxford, MA, each teacher serves as an "educational advocate" for eight or nine students. The program director, guidance/adjustment counselor, and work-study coordinator also work closely with the students.

c. In Charlottesville, VA's Competitive Employment, Work and Transition program (CEWAT), a multi-agency team works with 100 disabled or at-risk young people. The team consists of employment specialists, staff at the Department of Rehabilitative Services, a special education case manager, and school counselors and teachers. CEWAT has also deployed school staff as job coaches, going on to the job with students for the first several weeks to help them build and demonstrate good skills and behaviors.

7. Set staffing patterns to match the size and complexity of the program.

Programs usually begin with a single STC Specialist performing or coordinating all the necessary functions. This may continue to work well for programs with only a few students or employers or for those that do not require large numbers of job placements, detailed training plans, or intensive case management and student services. In larger or more complex programs, two or more staff will be needed to deal with such functions as marketing and partnership relations, job development, program development, worksite monitoring, career counseling, coordination, and scheduling.

EXAMPLES:

a. In Kalamazoo's (MI) Education for Employment (EFE) initiative, the schoolsite liaison role is divided between EFE Counselors and Workforce Entry Coordinators. EFE Counselors are primarily school-based. They work on linking students' educational development plans with their worksite experiences, employability skills, academic-occupational integration, and assistance to special populations. Workforce Entry Coordinators visit worksites regularly and are responsible for coordinating and monitoring structured work-based learning experiences.

b. The Boston (MA) PIC has full-time job developers to find placements for students in all its programs.

c. In the California Partnership Academies, case management is the collective responsibility of teacher teams. They tutor students, meet with parents, and serve as a natural mentors. Regularly scheduled release time gives team members a chance to discuss individual students. Overall management and administration at the school site is the responsibility of a lead teacher. In addition, there is often a separate industry liaison responsible for managing industry-academy relations.

d. In the co-op program at Holyoke Community College (MA), co-op office staff screen students and do job development and placement, while professors lead interdisciplinary seminars covering workplace issues and monitor the student's placement once it has begun.

e. See examples of additional staffing patterns in larger or more complex programs in Appendix A.

8. Make sure staff have a combination of the qualities needed to ensure a successful program.

STC Specialists must be skilled negotiators and mediators. They must understand and work well with business people and be familiar with how decisions are made in companies. They must communicate well with young people from different backgrounds and with educators. Public relations and project management skills are important for STC Specialists playing a major role in program development and partnership relations; and STC Specialists who visit the worksite should be able to provide an instructional connection as well as be knowledgeable about OSHA, child labor laws, and other regulatory requirements.

Examples:

a. The Business Partnerships Manager of the Portland (OR) Public Schools brings a strong marketing and project management background in the high tech field to her STC position. This background enables her to draw upon a range of professional connections and contacts and makes it easy for her to speak knowledgeably and persuasively with people in the business world.

b. The coordinator of the West Bend (WI) Youth Apprenticeship program is a former business education teacher with strong project management skills and the ability to bridge the worlds of industry and education.

c. The Encina Health Career Academy (Sacramento, CA) apprenticeship program is built upon a close working partnership between the academy coordinator (who is trained as a registered nurse), the Director of the Regional Health Occupations Resource Center at for the local community college district (who is also trained as a registered nurse), and an education and training specialist for Sutter Health—the apprenticeship program's business partner (who is trained as a Pharmacist and a former community college instructor).

d. At Nathan Hale High School (Seattle, WA), Vocational Resource Instructors support classroom teachers and provide case management services to students in vocational programs. These staff members have completed 120 hours of training preparing them to work with students with physical or emotional disabilities, as well as with students who are disadvantaged, who are parents, or who are in ESL programs.

SOME POINTERS TO CONSIDER

☞ **Take into account the situational and logistical factors that affect the number and frequency of in-person visits to student worksite placements.** Among the factors to consider: whether all students are at the worksite at the same time; how many students are at the same or different locations; how many employers there are; the geographical distances to be covered; the "newness" of the employers to the program; and the experience base of the STC Specialist.

☞ **Think about whether knowledge of the targeted industry is important.** Depending on the program, a specialized background may be desirable. In any event, knowledge of particular employers or industries will be acquired over time, and staffing patterns can come to reflect this.

☞ **Make plans to assure institutional continuity.** STC programs depend on strong partnerships and on good and stable professional relationships. High turnover and weak institutional commitments will diminish the effectiveness of multi-stakeholder teams.

EXPANDING OR REDEFINING THE ROLES OF EXISTING STAFF

1. Provide support to current school staff.

STC program staff have a delicate balancing act to perform. They must be careful not to encroach on the roles of teachers or counselors; yet, at the same time, they must carve out a role that is something more than incidental to what happens every day at the school. While they may see themselves as "do-ers," they must present themselves as much as possible as "enablers," helping current staff to participate in the STC effort. Without the active and sustained involvement of teachers and counselors, it will not be possible to expand the numbers of students participating in STC programs.

2. Involve academic and technical teachers as much as possible.

Teachers play a central role in STC programs around the country. They develop curriculum, lead career academies or career clusters, serve as liaisons to the worksite, and support students in many different ways.

Examples:

a. In the West Bend (WI) Youth Apprenticeship program, the coordinator overseeing operation of youth apprenticeships in all four different fields has been able to devote significant time to program development and expansion because the schoolsite printing teacher has become the primary contact with the worksite mentors and supervisors in the printing program (the largest of the four).

b. The S.C.O.P.E. Program (Spokane, WA) employs a Community Resource Coordinator to develop the partnership, coordinate workplace experiences for students, and support teachers serving as the leaders of career path cluster teams. These Career Path Leaders convene focus teams of parents and businesses and community partners, and they lead teacher teams in developing career infusion curriculum units. Some Career Path Leaders also set up and monitor work-based learning for students (shadowings, internships, and student consultancies). Finally, and just as important, every teacher in the school is responsible for working with up to ten students on developing five-year education/career plans, college applications, and otherwise mentor as necessary.

c. Each year, four regular subject teachers rotate into the Career Education unit of LaGuardia Community College/Middle College High School (Queens, NY) and are released from their normal subject duties to monitor the work-based experiences of students.

3. Encourage guidance counselors to get involved.

Guidance staff offer invaluable insight into the academic and social needs of students, and they are resourceful in finding support for students at the school and in the larger community. In most cases, however, they have extremely high caseloads and are more involved in college counseling and crisis management than career development. To utilize what guidance counselors have to offer, it is necessary to restructure their responsibilities, provide them with professional development opportunities, and connect them more directly to STC staff.

EXAMPLES:

a. At the Academy of Finance in Baltimore (MD), one counselor from the host high school is assigned as the guidance counselor serving academy students.

b. School district staff allocated to Rochester, NY's School-to-Work Transition Initiative includes a guidance counselor on assignment, who assists with making worksite placements, monitoring of work-based learning, and troubleshooting.

c. In the Competitive Employment, Work and Transition Program (Charlottesville, VA), serving students who are at-risk or have disabilities, guidance counselors work with the program's Vocational Planner, Department of Rehabilitative Services staff, and special education teachers on a regular basis and help refine students' transition plans during their senior year.

4. Do not underestimate the potential role that employer staff can play in day-to-day operations.

Fewer staff resources are needed on the school side of the equation if greater staff resources are available through employers. Employer-driven youth apprenticeship programs reflect this, but so do other programs that are less closely tied to the immediate hiring and workforce development needs of the employers.

EXAMPLES:

a. In the Seimens Corporation apprenticeship program in Raleigh, NC, the company trains students to be Electromechanical Quality Technicians. Two instructors are involved, one a teacher with the Raleigh system and one a manufacturing specialist with Siemens. The teacher has been trained in the Siemens apprenticeship model and worked for a summer at the Siemens facility prior to being involved. The teacher and manufacturing specialist work closely together, have regular meetings, and often receive third-party assistance from a Siemens technical specialist with expertise in the apprenticeship model.

b. In the National Academy Foundation programs around the country and in California's state-sponsored academies, employees from partner companies volunteer to coordinate their companies' mentor and summer jobs programs.

c. Human resources staff at ProTech (Boston, MA) partner companies manage and oversee the worksite experiences of students and work closely with ProTech Coordinators.

SOME POINTERS TO CONSIDER

☞ **Lay the groundwork for an increase in staff capacity.** Some key ways to do this: professional development opportunities for teachers and counselors; training for worksite personnel and volunteers; and opportunities for team-building and interchange. Training and professional development sessions should cover a wide range of subjects, including new teaching methods, perspectives on career education for counselors and teachers, diversity training, and working with adolescents, just to name a few.

☞ **Host forums and presentations on STC for teachers and other school staff at the schoolsite.**

☞ **Provide release time or extra pay for teachers.** Release time or extra pay is essential if you want teachers to be involved on a regular basis in ongoing curriculum development, team meetings, worksite monitoring, and other time-consuming activities.

☞ **Schedule release periods for the beginning or end of the day.** It may be sufficient to give only one period of release time for worksite visits if they are scheduled at the beginning or end of the school day. If they are scheduled during one of the middle periods, one period may not be enough to allow for travel time to and from the worksites.

DEALING WITH COSTS

1. Recognize program staffing as central to overall program cost.

Almost all the costs of connecting activities are for personnel to perform the management, coordination and linking functions discussed throughout this manual. The main staffing costs are of two kinds: (1) for STC Specialists, and (2) for engaging teachers and other staff in program operations (staff development, release periods, and stipends for such added responsibilities as curriculum development, student advising, and worksite visits).

Because most STC programs are still young, it is impossible to generalize about what the staffing needs and related expenses will be over the long term. Furthermore, because programs differ so greatly in their basic design, the kinds of services offered, and the types of institutions and organizations involved, how much a program costs depends almost entirely on how those different variables are combined. For these reasons, there can be no hard and fast rules about the issue of costs. Instead, Appendix A contains examples of budgets and cost estimates for connecting activities provided by several different kinds of programs around the country. These examples will provide you with some guidelines on these matters, based upon the real-world experience of existing programs.

SOME POINTERS TO CONSIDER

☞ **Find ways to create efficiencies in staffing and to leverage other resources.** Some ways to do this are to:

- Centralize some of the functions;
- Join forces with other programs to encourage staff collaborations;
- Have core program staff engage, coordinate, and ensure the active involvement of teachers, employer staff, volunteers, and others in distinct pieces of program design, development, and implementation.

☞ **Consider the cost implications of different organizational and staffing structures.** Some programs or systems are housed in schools or school districts. Others are managed by "intermediary" organizations, such as Chambers of Commerce, PICs, community organizations, post-secondary institutions and industry groups. Personnel costs can vary greatly, depending on the salary scales, collective bargaining agreements, and hiring practices of the employing entity.

☞ **Use strategies to lower net additional costs to schools and programs.** Some ways to do this are to:

- Be flexible in awarding course credit (e.g. credit for workplace learning, dual credit to meet both academic and vocational requirements);
- Ask employers to provide technical instruction and/or facilities and equipment;
- Make the school site available as a training center for company employees in return for fees or in-kind contributions to the program.

☞ **Launch programs with enrollments high enough to justify the necessary investment in staff resources.** It is difficult for very small programs to find the institutional or financial support necessary to sustain them. If a significant part of one person's time is to be devoted to program development and operations, there must be a minimum number of students, usually no fewer than 20 or 25. As programs grow in size, curriculum is developed, and staff capacity is increased, per pupil costs will be reduced.

APPENDIX A: PROGRAM SYSTEM PROFILES AND CONNECTING ACTIVITIES COST ESTIMATES

Connecting the workplace with the classroom does not simply happen. As noted throughout this User's Manual, there are a variety of critical linking functions that must be fulfilled by staff with redefined roles or by staff whose time is dedicated to connecting activities functions. Of course, all this costs money, but just how much does the provision of connecting activities cost?

The short answer is "it depends." But even with no right or wrong answer, some guidance about cost issues can still be gleaned from a closer look at a few highly regarded initiatives. In this Appendix, we present budgets or cost estimates provided by five programs or systems that cover some or all of the key connecting activities functions. We are providing these budget examples with the hope that they will help program and system designers to think more concretely about the size of the efforts they wish to undertake, the design features that make the most sense, the intensity of services they wish to provide, and the dollar commitments associated with different program and staffing configurations. We present budgets and cost estimates for the following programs and initiatives:

- **Jefferson County Public Schools and the Central High School Magnet Career Academy**, Louisville, Kentucky
- **East Side Electronics Academies**, San Jose, California
- **ProTech**, Boston, Massachusetts
- **Washington County School to Work Partnership**, West Bend, Wisconsin
- **Region 2 Regional Workforce Quality Council (Washington and Multinomah Counties)**, Greater Portland, Oregon

These programs and systems differ from each other in a variety of ways: number of students enrolled, overall program design, and geographic location. Salary scales vary by the entity providing the connecting activities, the relative pay scales for school and business personnel in the particular locale, and so on. *For these reasons, the budget numbers and cost estimates provided here are not useful for comparing costs.* They are presented only to illustrate how different programs have budgeted various connecting activities functions, based upon the level and scope of services provided.

Jefferson County Public Schools and the Central High School Magnet Career Academy

The **Jefferson County Public Schools (JCPS)** serve 96,000 students from Louisville, Kentucky, and neighboring communities. In the early 1990s, the school district launched a major restructuring of its career-technical education program, the centerpiece being the replacement of half-day, two-year vocational technical centers with four-year Magnet Career Academies within comprehensive high schools. Recruiting students from across the district, each academy offers career-oriented programs in one or more areas. Throughout the 13 academies in the system, there is an emphasis on integration of academic and vocational education, work-based learning, and post-secondary articulation. During the 1994-95 school year, 6,800 students in grades 9 - 12 were enrolled in Magnet Career Academy programs, with individual academies ranging in size from 300 to 1,000 students. Across the district, approximately 1,000 juniors and seniors participated in school-based enterprises, co-ops, internships, and other paid or unpaid work-based learning experiences.

Table A presents an estimate of staffing costs for connecting activities at the district level. These staffing costs are for the following connecting activities: recruitment of employers (including program development), technical assistance to employers on workforce development issues, and post-secondary articulation. As Table A reveals, two district level administrators devote significant time to employer recruitment and partnership development. There is also strong collaboration between the school district and two intermediary organizations, the Kentuckiana Education and Workforce Institute (KEWI) and the Louisville Education & Employment Partnership (LEEP). KEWI, an arm of the Louisville Area Chamber of Commerce, focuses on employer and industry workforce development needs, developing programs to meet these needs with JCPS and other districts in the Louisville area. LEEP is a school–business–community collaboration patterned on the Boston Compact. It serves JCPS students who are economically or educationally at-risk, by developing career-oriented programs and managing a district-wide mentoring program. Through a network of school-based staff, LEEP provides career preparation and job placement assistance. Partnership development work at the district and community level is complemented by staff efforts at each Magnet Career Academy.

The **Central High School Magnet Career Academy** is one example of how connecting activities are staffed at an individual JCPS Magnet Career Academy. Other academies mirror this model to varying degrees. Central is divided into 11 different magnet programs, which together enroll 840 out of the building's 1,130 students in grades 9 - 12. Central offers programs in business management and entrepreneurship, medical and allied health careers, computer technology, and legal–governmental services. The school is noteworthy for several reasons: its restructuring into a school comprised almost entirely of academy programs, its pre-college curriculum across all programs, and the presence of an academy coordinator to manage the academy effort. Also, the scope of operations at Central is large. By the end of the 1994-95 year, approximately 280 sophomores will have participated in two job shadows each, and 170 students currently are matched with mentors from their career area. In addition, approximately 80 seniors in academy programs have paid or unpaid employment in their career area. Because this is only the third year of implementation, not all career programs are available to seniors, and less than half of all seniors at Central are in academy programs.

As shown in Table A, the magnet coordinator operates at many different levels. Aside from employer recruitment, she is the day-to-day liaison with Central's business partners, as well as the principal contact for students, parents, and others. Lead teachers in each of the programs are involved in curriculum development and, to varying degrees, help coordinate worksite learning experiences. Even so, the magnitude of the effort at Central makes the Coordinator position far more than a full-time job. In the meantime, as Table A indicates, collaboration between JCPS and intermediary organizations also exists at the school level. A LEEP Career Planner, whose office and equipment are provided by JCPS, provides case management services to approximately 50 at-risk students, most of whom are not academy students.

Table A

Jefferson County Public Schools and the Central High School Magnet Career Academy Estimated Staffing Costs for Connecting Activities (FY '95)[1]

JEFFERSON COUNTY PUBLIC SCHOOLS AND PARTNER ORGANIZATIONS

Jefferson County Public Schools
- Director of Career/Workforce Education (25% of time)—employer recruitment and program development
- Director, Materials Production and Principal Business Liaison (25% of time)—employer recruitment and program development
- Tech Prep Coordinator (30% of time) - postsecondary articulation

Kentuckiana Education and Workforce Institute (KEWI)
- Manager of Workforce Development Initiatives (100% of time)—employer recruitment, program development, and technical assistance

Louisville Education and Employment Partnership (LEEP)
- Executive Director (45% of time)—employer recruitment and program development
- Mentoring Coordinator (100% of time, 220 days per year)
- Administrative Support (Estimated two FTE across all three entities)

Salary Subtotal	185,000
Fringe (estimated at 22%)	40,700
TOTAL	225,700

CENTRAL HIGH SCHOOL

- Magnet Coordinator (100% of time, 10-month year)—program development and employer recruitment (25%); job match, mentor match, case management, materials development, student recruitment, administrative (65%); post-secondary articulation (10%)
- Magnet Program Lead Teachers (11 teachers—one teacher per program [30% of time, 10-month year])—case management and job match (25%); post-secondary articulation (5%)
- LEEP Career Planner (100% of time; 12-month year) - case management, job match, post-program job placement

Salary Subtotal	192,000
Fringe (estimated at 22%)	42,240
TOTAL	234,240

Source: Jefferson County Public Schools and Louisville Education & Employment Partnership

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[1] Not included in Table A are estimated of operating expenses or overhead costs associated with staff listed. Also not reflected are career guidance and planning staff working at the district and school levels.

East Side Electronics Academies, East Side Union High School District, San Jose, California

The East Side Academies (ESAs) are school-within-a-school programs in electronics at three high schools in a large Silicon Valley school district. As California Partnership Academies, the ESAs receive state funding that is leveraged by support from local business partners and host school districts. Like other Partnership Academies, the ESAs are relatively small programs that target primarily underachieving students. They enroll around 100 students per site, or 300 total, in grades 10 to 12. Important program features include the following: small classes, the same teacher team for all three years, close attention to individual student needs, an integrated curriculum that knits together electronics classes with academic classes, common planning time for the four teachers at each academy, mentors from the electronics industry beginning in the eleventh grade, summer jobs prior to the senior year, and the possibility of mentorships and part-time employment continuing through the senior year. Currently, 15 high technology firms partner with the ESAs by providing speakers, mentors, summer jobs, field trips, and work experience and by participating in events and serving on ESA committees.

Table B presents an estimate for current ESA costs to provide connecting activities and related features that technically may fall within the school-based learning component of the STWOA. As indicated, the most costly item is common planning time for the coordinating/lead teachers at each academy and their respective teacher teams. Such time is allocated toward integrated curriculum and activities planning, coordination with industry partners, and team meetings concerning individual students. Other key staff reflected in Table B are the Director of Career Education for the East Side Union High School district, who provides overall guidance and direction for the ESA programs, and the full-time Industry Liaison, who develops and coordinates all activities involving business partners.

The presence of a full-time Industry Liaison, who is the single point of contact for the electronics industry partners across all three sites, is a distinguishing feature of the ESAs. The Liaison manages and is the principal monitor of the mentor and summer jobs programs, staffs the industry Operating Committee, participates in policy and program development, recruits new business partners, organizes special events, attends weekly teacher staff meetings, coordinates industry resources for schools, represents industry at each site and with the school district as a whole, and represents the ESAs in the community. The ESA Industry Liaison is a loaned executive, employed by one of the industry partners. The cost of the position is divided among five partner companies.

Table B

East Side Electronics Academies, San Jose, California Estimated Costs for Connecting Activities (FY '95)

Staffing Costs	
Instructional Staff	
One period common planning/release time for 12 teachers (4 per academy site)	156,000
Summer Job Monitoring by 3 lead teachers (with Industry Liaison)	6,000
Non-Instructional Staff	105.500
District Liaison—Director of Career Education (20% of time)	
Industry Liaison (100% of time)	
Administrative/Clerical—1 FTE assisting District and Industry Liaison and approximately 1/3 FTE supporting each academy site (2 FTE total)	
Salary Subtotal	**267,500**
Fringe (estimated @ 25%)	**66,875**
Program Operations	
Industry Liaison (events, copying, mailings, mileage, and other expenses)	**10,000**
Academy Sites (equipment, supplies, field trips, tutoring, curriculum materials, overtime pay, and other expenses)	**27,000**
TOTAL	**371,375**

Source: East Side Union High School District

ProTech

ProTech (Boston, MA) is an integrated work-based and classroom-based learning program offered through a partnership comprised of the Boston Public Schools, major employers in the health, financial services, and utilities industries, and the Boston Private Industry Council (PIC), which serves as the managing agent and coordinating entity. ProTech places a strong emphasis on the integration of school-based and work-based learning. As students progress through the program, work-based learning and paid employment become increasingly important. At the start, during the first semester of their junior year, ProTech students participate in introductory seminars and worksite rotations, through which they explore different career options. Students who meet grade and attendance requirements begin part-time jobs during the second semester of their junior year, and all students have full-time summer jobs with participating employers. During the senior year, employer-based training and part-time employment become more occupation-specific. The students complete a senior project that connects school, work, and rotation experiences. Upon high school graduation, students are encouraged to continue on to post-secondary education and enter a program of their choice for an occupational credential.

ProTech is relatively large for a program designed on a youth apprenticeship model. Currently, the program serves 365 students enrolled in its Health Care, Financial Services, and Utilities programs. (Now under development is a program in Environmental Services.) Of this total, 165 are high school juniors, 120 are seniors, and 80 are enrolled in post-secondary institutions.

ProTech is noteworthy for the intensity of services provided to students, many of whom are socio-economically disadvantaged. ProTech coordinators become deeply involved in all aspects of their students' lives—from issues at home to progress at work and school to dealing with school district staff concerning the provision of social services to students and their families. This emphasis is reflected in the FY '95 Budget for ProTech's direct student support services and case management staff, presented in Table C.

As Table C indicates, there is one Coordinator for each school site, with each site paired with one or more employers. ProTech's Coordinator staff provides a range of one-on-one counseling, guidance, and support services to students and plays a major part in promoting the integration of work-based and school-based learning at both the worksites and the schools (although they do not have any official teaching responsibilities). At the present time, the Coordinator to Student ratio is 40 to 1. Program staff believe that it is possible to double in size within current partner schools without adding additional Coordinators (up to a ratio of up to 75:1 or 80:1), provided that counselors, student support personnel, and teachers already at the school become more deeply involved as part of a school-based case management team. Such a shift will permit Coordinators to monitor the experiences of a greater number of students at the worksite. This process is already under way at some ProTech school sites, where the ProTech Coordinator has forged strong ties with school personnel.

In addition to the Coordinators, there are ProTech staff assigned specific responsibility for providing career and college counseling services, primarily for seniors entering the workforce or moving on to post-secondary education and training. Other ProTech staff have responsibility for helping post-secondary students gain access to support services available at their colleges or community colleges.

Table C does not reflect the budget for all of ProTech's connecting activities functions. It does not reflect the critical role played by the Program Director in ongoing program development and design and in building and sustaining strong business–program relationships at the partnership level. The Program Director has also assumed responsibility for additional school-to-career programs. Currently, about 20 percent of her total time, as well as that of an administrative staff-person, is now devoted to ProTech. (This was a full-time commitment during the start-up phase.) In addition, ProTech enjoys the services of a retired executive, who volunteers two days per week to recruit new business partners. Finally, Table C does not reflect other program expenditures of a connecting nature, such as significant employer in-kind contributions (including employer-staff coordinators, liaisons, and supervisors), teacher stipends for worksite visits or audits, team-building exercises for all students, teachers, and supervisors, and curriculum development.

Table C

ProTech Budget
for
Case Management and Direct Services to Students
July 1994 - June 1995

Staff Salaries (direct student case management only)[1]

- ProTech Coordinators
  - 3 Health Care Program Coordinators (one at each school site), including one lead coordinator with supervisory responsibilities
  - 3 Financial Services Program Coordinators (one at each school site), including one lead coordinator with supervisory responsibilities
  - 1 Utilities Program Coordinator
- Counseling Staff
  - 2 College Counselors, Including one lead counselor with supervisory responsibilities for all counseling staff
  - 1.5 FTE Career /College Prep. Counselors
- Administrative Support for Coordinators (.5 FTE)[2]

Subtotal	**284,761.00**
Fringe @ 20%	**56,952.20**
Subtotal	**341,713.20**
Operating Expenses @ 15% of Salaries and Fringe (includes rent, phone, travel, supplies, conferences, equipment, equipment maintenance, etc.)	**51,256.98**
Subtotal	**392,970.18**
Administrative @ 12%	**47,156.42**
TOTAL	**440,126.60**

Source: Boston Private Industry Council

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[1] ProTech Coordinator salaries include a projected amount for one full-year FTE Financial Services Program Coordinator. All other Coordinator salaries included in the subtotal are actual estimates of FY '95 salaries for Coordinator staff, including positions which will have been filled for most, but not all, of the full fiscal year. Nor included is the Coordinator position for ProTech's Environmental Services Program, a program development position this year, with the first class of students to enroll in the environmental program in September, 1995.

[2] The Coordinator Administrative Support salary amount included in the Salary Subtotal is a projected amount, based upon a .5 FTE for the full year.

Washington County, Wisconsin, School-to-Work Partnership

The Washington County School-to-Work Partnership is a recently established, multi-stakeholder Local Partnership that has just applied for STWOA funding through the State of Wisconsin. (Like Massachusetts, Wisconsin is one of the first eight STWOA implementation states.) This School-to-Work Partnership builds upon the strong foundation of nationally recognized youth apprenticeship programs offered by the West Bend School District, one of five districts in the county.

West Bend itself is a suburban or "exurban" community 30 miles north of Milwaukee. It has a strong manufacturing economy and a low unemployment rate. Washington County, as a whole, is a natural labor market catchment area. Because the Milwaukee labor market draws large numbers of commuters from West Bend and surrounding communities, it is difficult for local employers to attract and maintain a high-skilled workforce.

Youth apprenticeships began in West Bend in 1992 in the field of Printing/Graphic Arts, and have since expanded to Financial Services, Health Services, and Insurance. By September, 1994, West Bend Youth Apprenticeship programs involved 17 business partners and 34 juniors and seniors. As with other Wisconsin Youth Apprenticeship programs, curriculum for both classroom and workplace instruction is competency-based and tied to the statewide skill standards developed by industry groups in partnership with the Wisconsin Department of Industry, Labor, and Human Relations. Youth apprentices must work in the industry a minimum of ten to fifteen hours per week in their junior and senior years, and they must enroll in a related class each semester.

West Bend's four apprenticeship programs are managed directly by one full-time project manager/coordinator. At the time Youth Apprenticeship was first being launched, this individual was directly responsible for all operations, including issues involving individual students, teachers, and worksite mentors/supervisors, in addition to ongoing program development. Today, she spends about half her time on day-to-day operations (primarily relating to the newer apprenticeship programs), with the career-area instructors in the more established programs assuming much of the school-worksite liaison role. The other half of her time is devoted to program development and partnership building. Her principal is also involved in these activities on a regular basis.

Table D presents two budgets contained in recent proposals to the State of Wisconsin. One proposal requested STWOA implementation funds for connecting activities on a county-wide basis (system/program coordination) in the first year of a five-year plan. The other proposal reflects funding requested for the first year of a three-year effort to establish a computerized network of career information accessible to students in all five districts through career centers in each district and other locations.

The budget figures for system/program coordination reflect the Partnership's assessment of the additional resources needed to support program development and implementation in West Bend's neighboring districts in several youth apprenticeship fields and to expand youth apprenticeship in West Bend itself in the existing four programs and into a fifth area (Manufacturing). It also includes resources to expand in all districts other work-based learning opportunities, including co-op, paid and unpaid internships, and job shadowing. Because youth apprenticeship will be new to West Bend's neighboring districts, the county-wide strategy for expansion in youth apprenticeship is primarily to replicate programs in new communities by using a combination of new and old business partners. This strategy, plus West Bend's experience in effectively involving career instructors in daily program coordination over time, informs the system/program coordination budget reflected in Table D.

At the core of the vision is a County School-to-Work coordinator, whose primary responsibilities will be as follows: promoting business participation in all work-based learning programs, providing technical assistance on program design and implementation, coordinating workplace mentor training in youth apprenticeships county-wide, educating the business community on school-to-work programs, staffing the county-wide governing board, and raising funds for ongoing program development and support. Funding for similar activities is requested on a district level in an amount to support the equivalent of a one day per week coordinator in all five districts. This will cover release time for a current employee (teacher or administrator) to focus on school-to-work program development in year one. Other staff, without release time, will assist in this effort. The expectation is that over five years, as a local matching fund requirement is introduced and expands, each district (like West Bend) will support a full-time coordinator position. In fact, the level of support requested from the state at the district level is modest. The current project manager/coordinator in West Bend estimates at least a .5 FTE coordinator is needed to launch a new program.

With these resources as a first-year foundation, the Washington County School-to-Work Partnership, serving a region with about 3,000 juniors and seniors, has committed to double the number of apprenticeships by the fall of 1995, to double the number again (to approximately 120) by the fall of 1996, and to expand to approximately 300 apprenticeship slots by the fall of 1997. Meanwhile, the Partnership's County Coordinator also will recruit employers to provide other kinds of work-based learning experiences. By the fall of 1997, the Partnership aims to increase the number of students enrolled in other school-supervised paid work experience (co-op or paid internships) from about 300 to 550, the number of students in unpaid work experience from 115 currently to approximately 450, and the number of employers providing paid work-based learning (apprenticeship, co-ops, paid internships) from 417 to almost 490 county-wide.

Washington County's plan is predicated upon expanded career awareness and guidance programs and services through a network of interlinked career centers. The County is establishing a county-wide computerized network of career information, CareerNet, which will include a database of assessments, career exploration, post-secondary opportunities, and employment and training trends. This will be available to students throughout the county in several locations, including Moraine Park Technical College, the University of Wisconsin county branch campus, and Wisconsin's local Job Service Center. Access to career guidance centers will also be available in school districts (beginning with West Bend in Year One and expanding to the other communities in Years Two and Three), with additional access points at public libraries, youth apprenticeship sponsoring companies, and home terminals with telecommunications links. First-year costs to launch CareerNet are presented in the budget figures for career counseling centers in Table D.

Table D

Washington County, Wisconsin, School to Work Partnership
Proposed Budget[1]
for
County-wide System/Program Coordination and Career Centers

SYSTEM/PROGRAM COORDINATION (January - September 1995)[2]

Staff Salaries	**88,000**
County School to Work Coordinator (1 FT position)	
District-level School to Work Coordinators (funding requested to cover .2 FTE in each of five districts in county)	
Administrative Support (1 FT position)	
Fringe	**17,000**
Staff Travel	**3,600**
Materials and Supplies	**6,000**
School Site and/or Employer Mentor Training	**4,500**
Other Professional Development	**10,000**
Purchase of Technical Assistance	**2,500**
Employer Recruitment and Technical Assistance	**10,000**
Technical Instruction to Students (Subcontracted to Technical College or participating high schools)	**18,000**
Administrative	**6,450**
TOTAL	**166,050**

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[1] System/program coordination budget figures are from the School to Work Proposal Budget Summary submitted by the Washington County School to Work Partnership to the Wisconsin Department of Industry, Labor and Human Relations (WDILHR) in November, 1994. Career Counseling Center budget figures are from a draft budget prepared in connection with a proposal prepared by a consortium led by Moraine Park Technical College and the West Bend School District to the WDILHR in the spring of 1994.

[2] System/program coordination figures do not include staff and associated costs in each district for teachers and administrators who serve as vocational coordinators, tech prep coordinators, or who assist with individual program coordination on a full-time or part-time basis.

CAREER COUNSELING CENTERS (July 1994 - June 1995)[3]

Staff Salaries	54,588
CareerNet Director (1 FT Position)	
Technician (technical and clerical support—1,335 hours)	
Fringe	20,916
Match Support—Salaries[4]	
West Bend Job Center Staffing (Wisconsin Job Service—.25 FTE)	13,824
West Bend School District Counseling Staff (1.5 FTE)	46,585
Moraine Park Technical College Counseling Staff (.1 FTE)	6,976
System Hardware/Equipment/Peripherals (Capital Expenditures)	58,820
Marketing/Fundraising Costs	21,000
Career Resource Materials	18,630
Staff Travel/Professional Development	2,000
Printing/Duplicating, Etc.	1,000
Fiscal Management	12,815
TOTAL	257,154

Source: West Bend Youth Apprenticeship Program

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[3] Career Counseling Center budgeted amounts include a total of $129,030 of match support from participating employers, the West Bend Chamber of Commerce, the West Bend School District, Moraine Park Technical College, and the local Job Service Center. The salary figures specifically noted in Table D as match support represent a portion of this total amount.

[4] Staff salaries for counseling and career center staff employed by Washington County school districts other then West Bend will be reflected in budgets for the succeeding two years, as CareerNet access expands to these other districts.

Region 2 Regional Workforce Quality Committee, Washington and Multinomah Counties, Greater Portland, Oregon

Oregon's federal STWOA implementation grant funds are being distributed through the state's 15 Regional Workforce Quality Committees (RWQC). The area served by the Region 2 RWQC is the most populous and diverse in the state. It includes the City of Portland, wealthier suburban districts, and outlying rural communities. Altogether, there are 25 school districts in the region, enrolling over 140,000 secondary school students.

Table E presents Region 2's proposed nine-month budget for use of federal STWOA funds for regional coordination. This effort will be managed by the Business Education Compact (BEC), one of several intermediary organizations in Greater Portland engaged in school-to-career efforts. Building upon efforts already begun with state school-to-work funds, the budget launches important new initiatives and reflects a commitment to sharing accumulated expertise.

A key component will be to extend ongoing technical assistance by BEC staff on issues of employer recruitment, design of worksite placements, development of project-based or applied curriculum, training for teachers and worksite supervisors, and the development of common forms, processes and protocols through the regional Practitioners' Committee. Train-the-trainer release time will allow school staff in pilot sites to job shadow and participate in workshops with staff from other districts that have programs up and running under state school-to-work funding.

New initiatives are also important to the regional effort. Marketing materials for the recruitment of employers are being created, but central to the regional coordination strategy is the development of a regional database of employers and students participating in school-to-career programs—the School-to-Work Information System or SWIS. Among other things, SWIS will be useful for brokering relationships between particular employers and neighboring or cross-regional districts.

Finally, as Table E indicates, STWOA seed funding will support local program development and participation in the regional system at nine new sites. As a condition of funding, these pilot sites have each made commitments to employ a full-time site coordinator (responsible for job development, matching, monitoring, etc.), purchase the computer equipment necessary to link to SWIS, participate in the Practitioners' Committee, and mentor non-funded sites.

Table E

Regional Coordination Budget (9 months)[1]
for
Region 2 Regional Workforce Quality Committee
Greater Portland, Oregon

Staffing Costs—BEC	**116,100**
Work-Based Learning Coordinator	
Manager - School to Work Information System (SWIS)	
SWIS Training and Support (1 FTE)	
Fringe @ 15%	**17,415**
Operating Expenses	
Office and other operating	**27,502**
Contracted Services, 9 pilot sites @$20,000	**180,000**
Database start-up costs[2]	**60,000**
"Train the trainer" release time	**9,000**
Training, workshops, forums	**1,500**
Marketing and promotion	**6,000**
Subtotal	**417,517**
Administrative @ 5%	**20,876**
Total	**438,393**

Sources: Proposal to Oregon Workforce Quality Council dated September 29, 1994, and Business Education Compact.

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[1] Also proposed by Region 2 for the same nine-month period is an additional $440,000 of STWOA funds that will support school-to-career efforts managed by sub-regional educational consortia. These efforts include training and professional development for school staff and business people, career development activities (including job shadows, mentorships, and school-based connecting activities), and curriculum development (also including school-based connecting activities). The lion's share of these additional funds will cover extended responsibility/substitute teacher pay. However, only a fraction of the total of the costs will be covered by federal funds. It is expected that STWOA monies will encourage local districts to contribute amounts sufficient to facilitation widespread classroom teacher participation.

[2] Total database start-up costs (database customization, training, and other consultant costs) are projected to be in the $200,000 range, with the additional $140,000 being borne by employers and industry groups. These amounts are in addition to investments in equipment that each district will need to make to become part of the region-wide network.

APPENDIX B: SAMPLE FORMS AND TOOLS

Training Agreements
- Manufacturing Technology Partnership, Flint, MI
- Cornell Youth and Work Program, Ithaca, NY

Training Plans
- Health Tech 2000, Education for Employment, Philadelphia, PA (Lab Technician/Aide)
- ProTech, Boston, MA (Financial Services: Special Services/Operations Clerk)

Employer Recruitment
- Kent Career/Technical Center, Grand Rapids, MI (Visual illustration of employer participation options)
- East Side Academies, San Jose, CA (Volunteer Participation Summary)

Matching Students with Employers
- Kent Career/Technical Center, Grand Rapids, MI (Instructor Evaluation)
- Kent Career/Technical Center, Grand Rapids, MI (Pocket Resume for Job Interview)
- Philadelphia High School Academies, Inc., Philadelphia, PA (Interview Guide)

Student Work Performance
- Peninsula Academies, Redwood City, CA (Student Worker Evaluation)
- Holyoke Community College, Holyoke, MA (Cooperative Education Evaluation)

Volunteer Mentoring
- East Side Academies, San Jose, CA/Peninsula Academies, Redwood City, CA (Mentor Program Handbook)

Data Collection
- Kentucky Department of Education, Frankfort, KY/Far West Laboratories, San Francisco, CA (Annual Senior Transition Survey)
- Boston Private Industry Council, Boston, MA (Boston Public Schools Class of 1993 Survey)

School-to-Career Specialist Job Descriptions
- Craftsmanship 2000, Tulsa, OK (Program Administrator/Coordinator)
- Kent Career/Technical Center, Grand Rapids, MI (Area-Wide Placement Services Coordinator).
- ProTech, Boston, MA (Project Coordinator)

MANUFACTURING TECHNOLOGY PARTNERSHIP

MTP — A SCHOOL-TO-WORK PROGRAM

he MTP program is a partnership between selected participating employers, the UAW, local secondary schools, ocal colleges, governmental agencies, the GASC Technology Center, student participants and their parents. his is a letter of understanding between all MTP partners which recognizes that in order to accomplish the oals of the program and ensure success for its student participants, all of the partners have a critical role to lay. The purpose of this agreement is to define the responsibilities of the student participant and parent in his school-to-work transition project. This agreement constitutes the major terms and conditions of participation of the student in the MTP program.

he conditions described below constitute the basic terms of the agreement; however, in recognition of the arge number of partners involved, there may be changes depending upon the needs of the individual partners and the uniqueness of the student participant.

ttendance

All participants must adhere to the established attendance policies of GASC Technology Center and the policies of the participating partners.

afety

All participants must adhere to the established safety policies and procedures as established by GASC and the participating partners.

ransportation

The partners will provide transportation in most instances, however, it is the ultimate responsibility of the parent and student to provide transportation to the participating worksites or to designated locations.

rogram Standards

It is the goal of all partners and participants to prepare students to enter into the skilled trades, apprenticeships or other career paths related to manufacturing. In recognition of the difficulties and obstacles that will be encountered in reaching that goal, all parties agree that program standards will be created that will act as benchmarks to determine student progress. These benchmarks may be different for each participant depending upon the makeup of the involved partners. Participants agree to work towards the established standards and recognize that their participation in the program may be terminated if reasonable progress, as determined by participating partners, is not demonstrated. Participants also agree that standards may change with conditions and that all changes will be communicated in writing.

rades

Participants agree that grades and program standards are not the same. Students may earn satisfactory grades yet not meet overall program standards. Grades determine high school credit and program standards determine program participation.

rogram Benefits

Participants agree that there are benefits to the program. Because of the unique makeup of the different partners, not all participants will receive the same benefits.

mployment

Students cannot hold a job in addition to the MTP worksite experience Monday through Friday while in the MTP program.

Drug Testing

Participants agree that drug testing may be required from time to time and they will voluntarily participate in random drug testing.

College

Participants agree that preparation includes participation in college programs and that participants and their parents will willingly apply for financial aid or other scholarship opportunities as suggested by program partners.

Remediation

Participants recognize the high standards for program participation and that reading, math and other academic subject matter are critical for success. Participants agree to prepare themselves in such a manner as to remove the need for remediation throughout the length of the program and throughout program sponsored college opportunities.

Activities

Participants and parents agree to participate in the activities associated with the program. Some activities may be related to teamwork and collaboration and may require travel outside the immediate community.

Conduct

Participants agree that appropriate conduct is important for maximum learning and agree to abide by the rules and governing policies of the partners. Failure to comply may result in program termination.

Parent Participation

Parents recognize the need for continued parental guidance and support of participant. Parents agree to encourage participant success, to communicate with the partners as needed, and to stay current on the progress of their participant.

I have read and understand the MTP participatory agreement and I agree to the above conditions.

Participant Signature	*Date*
Parent Signature	*Date*
Home School	*Date*
GASC Technology Center	*Date*
MTP Employer	Date

11/94
DJW/ldj

CORNELL YOUTH AND WORK PROGRAM
PREPARING YOUTH FOR THE FUTURE

NOTE: ANY ONE WISHING TO ADAPT THIS
AGREEMENT IN ANY WAY MUST CREDIT
THE CORNELL YOUTH AND WORK PROGRAM.

Mutual Expectations Agreement

Cornell Youth Apprenticeship Demonstration Project

1. Parties to the Agreement

APPRENTICE NAME

SCHOOL

APPRENTICESHIP TITLE

EMPLOYER

PARENT/GUARDIAN

2. Expectations for Apprentices

The apprentice agrees to

- complete assigned work tasks
- abide by company policy (e.g., to notify manager if late or absent)
- seek assistance for personal and workplace problems
- participate in the academic components of the apprenticeship offered by the school and the workplace, including to:
  - continue to pursue related *academic courses*
  - participate in an *advisory group*
  - complete a *special project* in the senior year
  - maintain a *journal*
  - maintain a *training notebook*

3. Expectations for the school

The school agrees to

- offer a school-based curriculum for apprentices that enriches their learning including:
  - academic courses related to the apprenticeship
  - special project help
  - regular meeting with advisory group
- assist with course selection, time use, scheduling and career pathway decisions
- assign a school apprenticeship coordinator who will foster effective communication links among the school, parents and guardians, and the apprentice
- assist in solving problems

4. Expectations for the employeer

The employer agrees to

- structure learning by assigning appropriate work tasks
- enable the apprentice to learn the occupational area described in an attached training document
- evaluate the apprentice's progress periodically each year, sending at least one progress report to the school and to Cornell each semester
- accord the apprentice equal opportunity in all phases of the apprenticeship employment and training, without discrimination because of race, color, religion, national origin, age, sex, disability, or marital status

5. Expectations for parents and guardians

The parent or guardian agrees to

- support the apprentice's effort
- help him or her meet the terms of the contract (e.g., attendance, attire, academic courses, etc.)

6. Termination

- The employer may terminate an apprentice for any reason.
- An apprentice may terminate his or her employment for any reason.
- Ordinarily, termination will only occur after serious efforts by all parties to resolve difficulties.

7. Special Arrangements

The following documents are attached:

- Apprenticeship training document ☐ yes ☐ no
- Employer policies and procedures ☐ yes ☐ no
- Orientation materials ☐ yes ☐ no

8. Hours, Duration

Start date ______ Program length ______ Hours per week ______

Holidays ______ School vacation ______ Summer hours ______

- Apprentices may choose not to attend work during special exams (e.g., SAT), snowdays, etc. They should notify their employer about schedule changes, in advance.

9. Compensation

- Pay and progression [Pay progression is not automatic; it depends upon apprentice's skills and increasing value to employer.]

1st year ______ 2nd year ______ 3rd year ______ 4th year ______

- Other compensation (benefits, tuition assistance, etc.) ______

______

______

10. Signatures

APPRENTICE	SCHOOL APPRENTICE COORDINATOR
ADDRESS	ADDRESS
DATE	DATE
PARENT OR GUARDIAN	FIRM APPRENTICE COORDINATOR
ADDRESS	ADDRESS
DATE	DATE

HEALTH TECH 2000
A WORK-BASED LEARNING PROGRAM

Training Plan for: Lab Technician/Aide

Information: The laboratory is a place where body fluids are tested to aide in the diagnosis and treatment of patients. Plays a vital role in the well-being and treatment of patient's illness.

Expected Student Standards: 1) Strong communication skills

2) Neat and proper appearance 3) Highly organized individual - detail oriented

3) Strong science background and interest in lab medicine.

Equipment Used: Telephone, Computer, Ceintrufuge, Staining equipment.

Instructional Activities: Projects - 1) statistical 3) analytical

3) for information 4) research

Evaluation: 1) Observation 3) Journal - study 3) Evaluation forms

HEALTH TECH 2000
A WORK-BASED LEARNING PROGRAM

Overarching Outcomes: Overall Goals

1. Communication Skills
2. Data Processing
3. Patient Confidentiality
4. Terminology
5. Clerical Skills
6. Safety Procedures
7. Orientation to Lab

HEALTH TECH 2000
A WORK-BASED LEARNING PROGRAM

Performance Outcome: Goal #1 - Communication Skills

Tasks:	Date Started	Date Mastered	Mentor's Initials	Student's Initials
1. Use proper phone etiquette.				
2. Use proper communicatin skills with staff and peers.				
3. Exercise clear and appropriate written communication skills.				
4. Identify and use proper problem resolution skills.				
5. Identify utilization of paper system.				

Performance Outcome: Goal #2 - Data Processing

Tasks:	Date Started	Date Mastered	Mentor's Initials	Student's Initials
1. Utilize computer technology.				
2. Differentiate between specimens.				
3. Distinguish and label specimens.				
4. Identify and list receiving operations.				
5. Identify and use proper test codes.				
6. Distribute specimen throughout lab.				

HEALTH TECH 2000
A WORK-BASED LEARNING PROGRAM

Performance Outcome: Goal #3 - Patient Confidentiality

Tasks:	Date Started	Date Mastered	Mentor's Initials	Student's Initials
1. Identify rules of confidentiality - The Do's and Don't's: 1)Patients 2) Relatives 3) Legal Agencies				
2. Use personal responsible to confidentiality and use them accordingly: Physician's offices and hospital departments.				

Performance Outcome: Goal #4 - Terminology

Tasks:	Date Started	Date Mastered	Mentor's Initials	Student's Initials
1. Identify and use basic lab test terms/codes.				
2. Define and use basic hospital terminology and pronunciation.				
3. Interpret and use abbreviations.				
4. Compile informational resources and utilize them: dictionaries, procedures manual.				
5. Use proper written terms/error identification.				
6. Identify and distinguish signs and symbols.				

HEALTH TECH 2000
A WORK-BASED LEARNING PROGRAM

Performance Outcome: Goal #5 - Clerical Skills

Tasks:

1. Prepare mail distribution.
2. Perform billing process - computer literacy and terms related to billing.
3. Use proper filing techniques.

Date Started	Date Mastered	Mentor's Initials	Student's Initials

Performance Outcome: Goal #6 - Safety Procedures

Tasks:

1. Identify and use departmental safety procedures.
2. Identify and use hospital safety procedures.
3. Identify and use equipment safely.
4. Demonstrate proper identification and usage of written signs and symbols.

Date Started	Date Mastered	Mentor's Initials	Student's Initials

HEALTH TECH 2000
A WORK-BASED LEARNING PROGRAM

Performance Outcome: Goal #7 - Orientation to Lab

Tasks:

1. Distinguish the location of labs.

2. Relate to personnel in labs.

3. Differentiate between the different types of tests.

Date Started	Date Mastered	Mentor's Initials	Student's Initials

PRO
TECH

Education at Work

PROTECH TRAINING PLAN

1 = Not Applicable
2 = Exposed to task
3 = Performs task with assistance
4 = Mastered task
5 = Ability to demonstrate task to others

STUDENT: ____________________ DATE: ____________________

DEPARTMENT/POSITION: Special Services/Operations Clerk

I. Department Procedures

		1	2	3	4	5
A.	TASKS					
1.	Research $50 and under overdraft/charge-offs for other account relationships					
2.	Data entry on Paradox					
3.	Respond to inquiries by customers & branches, performing research when necessary					
4.	Perform follow up with branch staff and/or customers as appropriate					
5.	Direct contact with vendors to give and receive updated information					
6.	Assist in the preparation and filing of branch administration reports					
7.	Type letters, memos and other documentation by using Word Perfect					
8.	Provide telephone coverage					
9.	Handle incoming and outgoing mail					
10.	Keep department filing current					
11.	Produce letters to branches regarding customer overdraft					
12.	Other duties as assigned					
B.	SYSTEMS/EQUIPMENT PROFICIENCY					
1.	Utilize computer to perform daily functions					
2.	Accurately use 10 key adding machine					
3.	Efficiently operate the telephone systems					
4.	Uses the fax machine					
5.	Operates the copying machine					
C.	TERMINOLOGY/CONCEPTUAL UNDERSTANDING OF DEPARTMENT					
1.	Develop a working knowledge of the Branch Support Department and all aspects of branch operations					
2.	Understand department filing system					

FLEET-ROJAS

ES - Exceeds Standard
MS - Meets Standard
BS - Below Standard
N/A - Not Applicable

II. PRINCIPLES

A. Understanding of Organization

1. Describes functions of the department's work.
2. Explains how department relates with other departments.
3. Understands the purpose of major departmental procedures.
4. Other:

B. Safety and Security

1. Adheres to company safety and security regulations.

C. Skills (Where applicable)

1. Understands and demonstrates basic knowledge of banking, insurance and investments.
    - a. Computation skills
    - b. Reading skills
    - c. Telephone skills
    - d. Keyboard/Computer skills
    - e. Filing skills
    - f. Office machines
    - g. Verbal & written communication
        1. Writes clearly, concisely and accurately.
        2. Listens actively; understands directions.
        3. Asks questions to learn, to solve problems and to clarify.

D. Other/Miscellaneous

1. Understands departmental terminology.

Other:

III. EXCELLENCE

		Meets Standard	Below Standard
A.	Ethics		
1.	Demonstrates honesty and reliability.		
2.	Maintains integrity in reporting time or filling out time sheets.		
B.	Behaviors		
	Quality of work		
1.	Shows a commitment to accuracy in work.		
2.	Demonstrates an ability to work independently.		
3.	Takes initiative when appropriate.		
	Quantity of work		
4.	Completes/produces work in a timely fashion.		
C.	Professionalism		
1.	Adheres to schedule and discusses changes with supervisor.		
2.	Arrives on time, takes appropriate time for lunch.		
3.	Informs supervisor if late or absent.		
4.	Adheres to professional dress code.		
5.	Wears/carries I.D. badges at all times (if applicable).		
6.	Does not receive personal phone calls except in an emergency.		
7.	Maintains confidentiality.		
8.	Demonstrates respect for authority.		
D.	Teamwork		
1.	Interacts with others in a professional manner.		
2.	Cooperates with others to complete team goals.		
3.	Communicates effectively with clients, supervisors and co-workers.		
Other:			

ProTech Performance Appraisal

Participant Comments

Supervisor's comments:

Supervisor signature:____
Date: ____________________

ProTech student's comments:

ProTech student signature:____
Date:____________________

ProTech project coordinator's comments:

ProTech project coordinator signature:____________________________________
Date: ____________________________

PROTECH INDIVIDUAL TRAINING GOALS

GOAL 1: ______________________________

____

COMMENT: ______________________________

____

GOAL 2: ______________________________

____

COMMENT: ______________________________

____

GOAL 3: ______________________________

____

COMMENT: ______________________________

____

GOAL 4: ______________________________

____

COMMENT: ______________________________

____

GOAL 5: ______________________________

____

COMMENT: ______________________________

____

Review Date #1 ______________
Review Date #2 ______________
Review Date #3 ______________
Review Date #4 ______________
Review Date #5 ______________

ProTech Performance Appraisal

Participant Comments

Supervisor's comments:

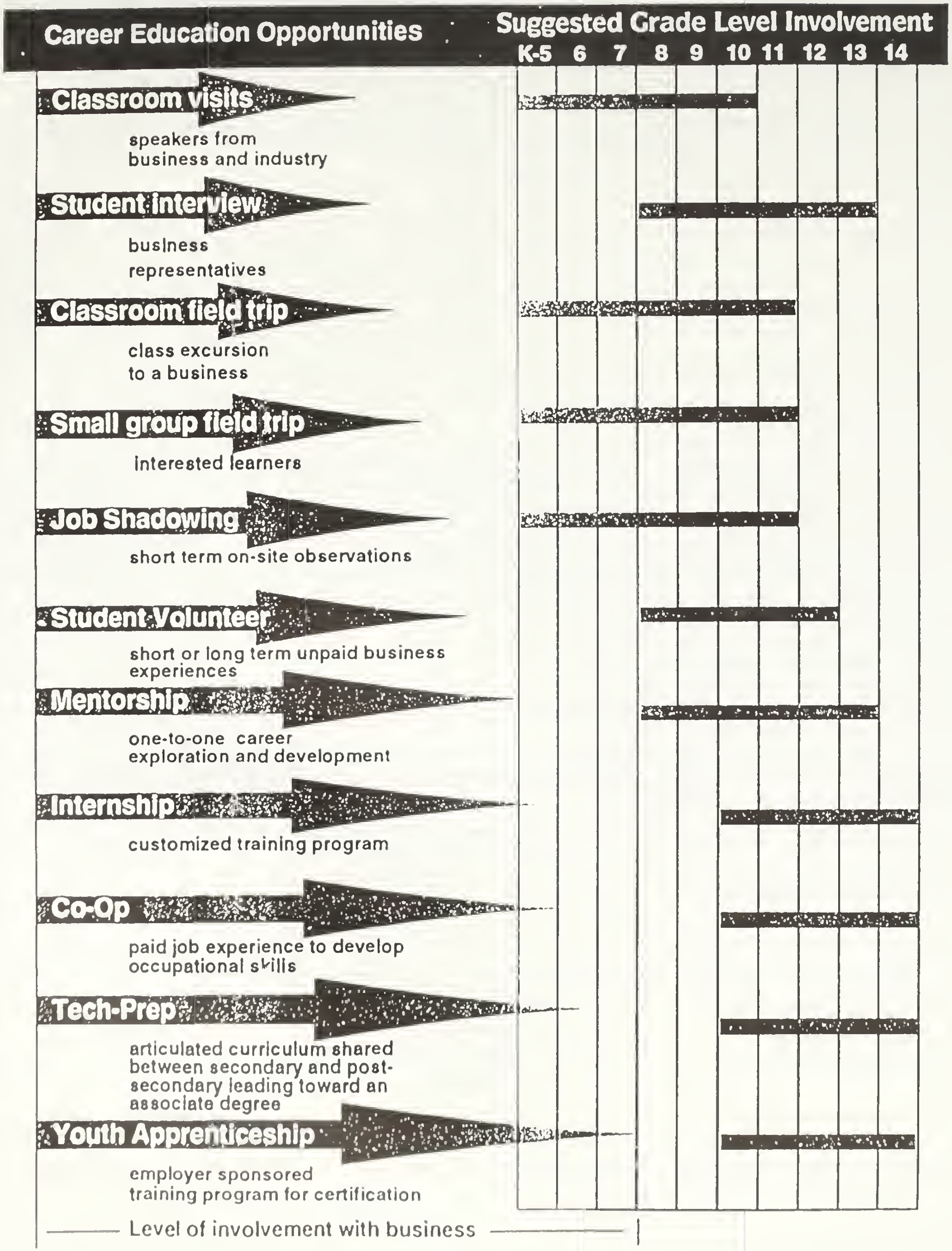
Supervisor signature:____
Date: __________________

ProTech student's comments:

ProTech student signature:____
Date:__________________

ProTech project coordinator's comments:

ProTech project coordinator signature:________________________________
Date: __________________________



Benefits to Employer

A direct link between education and business

Recognition for school/community involvement

Opportunity for input into the educational process

Creating career awareness of school-to-work transition

Create competent workforce

Benefits to Students

Trial experiences for career decision making

Involvement in certified training program

Greater commitment

Increased self-esteem

Potential for part-time and full-time employment

Applied learning

Positive role models

Improved attendance

SOURCE: KENT CAREER/TECHNICAL CENTER
GRAND RAPIDS, MI

ESA Volunteer Participation Summary

BOARDS AND COMMITTEES:

Role	Management Level (Suggested Only)	Duties & Requirements	Estimated Time Commitment
Board of Directors	• CEO, VP's	• Approve company participation • Financial Contribution • Visability to Community and other Industry VP's and CEO's Signature Approval • Appoint representative to Operating Committee	• Bi-annual Meetings • Employee Recognition Events • Misc. events if desired
Lead Contact	• Mid-management employee who can represent and participate	• Represent CEO	• As needed
Operating Committee	• Mid-management employee who can represent and participate	• Helps define & implement program operation • Interest • Commit to Monthly Meetings • Acts as primary company contact for ESA activity	• 2-3 hrs/mo • Monthly Meeting • Misc. telephone contact

SPECIAL PROGRAMS COORDINATORS:

Mentor Coordinator	• Employee who can serve as main contact for volunteers and who can recruit Mentors at your company	• Represents company • Organized • Communicative • Good Follow-up Skills	• Mentor Coordinator Meetings (6-12 mtgs/1 yr), (1-4 hrs/mo), heaviest time in recruiting period (July-September) • 1-4 misc. events throughout year
Summer Job Coordinator	• Employee who can serve as main contact for summer employment, typically in the area of HR/Personnel	• Knowledge of company • Ability to interface with hiring managers	• Misc. supervision of summer program over 10 week period • 1-4 hrs/mo (during May & June to coordinate summer job hiring)

SOURCE: EAST SIDE ACADEMIES
SAN JOSE, CA

ESA Volunteer Participation Summary

VOLUNTEERS:

Role	Management Level (Suggested Only)	Duties & Requirements	Estimated Time Commitment
Mentor	• Any employee	• Represents company to students, teachers, parents • Interest • Anyone who "wants to make a difference," be of service, shape future employees	• 1-4 hrs/mo to meet with Mentee (flexible)
Curriculum Advisor	• Any employee	• Interest • Subject expertise English Electronics Math Science	• Varies depending on the event, usually one-time commitment of 1-4 hrs
Guest Speakers	• Any employee	• Interest • Subject expertise Technology HP/Interpersonal	• Varies depending on the event, usually one-time commitment of 1-4 hrs

SPECIAL EVENTS ASSISTANCE:

• Sophomore Men's Professional Lifestyles Day • Sophomore Women's Professional Lifestyles Day • Career Fair • Awards Breakfast • Senior Recognition (Academy Graduation) • Mentor Recognition	• Any employee	• Represents company • Interest • Anyone who "wants to make a difference," be of service, shape future employees	• Varies depending on the event, usually one-time commitment of 1-4 hrs

Mentor Prog/Misc/ESA Vol. Part. Sum.

SOURCE: EAST SIDE ACADEMIES
SAN JOSE, CA

Kent ISD KENT CAREER/TECHNICAL CENTER
1655 East Beltline, N.E., Grand Rapids, MI 49505 / (616) 364-8421

WORK-BASED LEARNING PLACEMENT APPLICATION

INSTRUCTIONS:

1. Student completes top portion of application;
2. Instructor completes Evaluation portion;
3. Instructor returns application to Placement Office;
4. Placement Office contacts student for interview.

DATE: ______________________
PROGRAM: ______________________
STUDENT NAME: ______________________
HIGH SCHOOL: ______________________
HOURS AVAILABLE TO WORK: ____________
SESSION: ______________________
INSTRUCTOR: ______________________
AGE: ______ BIRTHDATE: ________
GRADUATION YEAR: ____________
WORK RADIUS: ______________________

INSTRUCTOR EVALUATION

INSTRUCTIONS: The Placement Service needs your evaluation in order to successfully place the student in the appropriate job or to advise the student of other career directions. This evaluation and a personal interview with the WBL Coordinator will be the main criteria used for placement. Please return the form to the WBL office. The information will be regarded as confidential and used only for placement service assessment.

PLEASE CHECK THE APPROPRIATE COLUMN	SUPER 5	GOOD 4	AVERAGE 3	FAIR 2	POOR 1
COOPERATION: Follows class policies; participates and accepts work willingly.					
DEPENDABILITY: Comes to class on time; completes assigned tasks on time; works without close supervision.					
INITIATIVE: Sees things which need to be done and does them; uses time effectively.					
PERSONAL PRESENTATION: Appearance is neat and clean; is energetic and alert.					
POSITIVE ATTITUDE: Accepts constructive criticism; compliments and helps others, communicates effectively with others.					
PRODUCTIVITY: Plans and organizes work time; does work accurately; stays on task.					
RESPONSIBILITY: Takes ownership for own actions; demonstrates honesty; comes prepared to work.					
SAFETY: Uses safe and proper procedures; wears proper safety apparel; uses and stores tools and equipment properly.					
FOUNDATION SKILLS: Ability to work as a team member, think critically and problem solve.					

What types of jobs is student qualified for? ______________________
Is student job ready? Yes ____ No ____ Would you hire student? Yes ____ No ____
REMARKS: (Please indicate any strengths or problems which should be known by the WBL Coordinator)
____

Instructor Signature: ______________________

This information is often asked for at a job interview. Fill in this reference card ahead of time. Take it with you as a reference.

Social Security Number: ____________________

Drivers License: ____________________

EDUCATION

School	School
Address	Address
Course or Subject	Course or Subject
Dates	Dates

School Activities (clubs, offices, sports, etc.)

PREVIOUS EMPLOYMENT (Summer and part-time jobs)

Name of Employer	Name of Employer
Address	Address
Job Title	Job Title
Dates	Dates

Hobbies and Special Interests

Special Skills

REFERENCES (Get permission before using names) (Will need several!)

Name

Address

Telephone Number

Name

Address

Telephone Number

PREPARATION

- ☐ Learn something about company.
- ☐ Have specific job or jobs in mind.
- ☐ Fill in Pocket Reference Card.
- ☐ Review, in your mind, your qualifications for job.
- ☐ Be prepared to answer broad questions about yourself.

APPEARANCE

- ☐ Well groomed
- ☐ Suitably dressed.
- ☐ Make-up in good taste.

TESTS

- ☐ Listen to instructions.
- ☐ Read each question through.
- ☐ Write legibly.
- ☐ Don't dwell too long on one question.

INTERVIEW

- ☐ Be prompt.
- ☐ Answer questions directly and truthfully.
- ☐ Be well mannered.
- ☐ Use proper grammar and good diction.
- ☐ Be enthusiastic and cooperative.
- ☐ Don't be afraid to ask questions.

Pocket Resume for Job Interview

SOURCE: KENT CAREER/TECHNICAL CENTER
GRAND RAPIDS, MI

Philadelphia High School Academies, Inc.

Interview Guide

PROCEDURE GUIDE
ATTACHMENT
3-4

✓ ✓ Pre-Interview Checklist ✓ ✓

________ I have a pen and my Social Security Number

________ I have my resume.

________ I have three references written down with their full names, titles, addresses and telephone numbers. Use adults whose references would be of value to you.

________ I have an understanding of where the employer is located, how I will get there and how long it will take.

________ I know the name of the person I am to meet with.

________ I will go alone to the interview and be prepared to stay long enough to meet the employer's requirements for the interview.

________ I will not be late! I will arrive 15 to 20 minutes early. If an emergency occurs, I will call the employer and explain the situation.

________ I have prepared answers to interview questions. (Refer to " Questions Most Asked in a Job Interview.)

________ I know something about the employer and the job I am interviewing for.

During The Interview

1. Shake Hands with the interviewer and introduce yourself. (Handshakes should be firm but not bonecrushing.)

2. Eye contact should be consistent when the interviewer is talking, but don't try to stare the person down.

3. Get the interviewer's name correctly in advance, if possible, and use it in your conversation.

4. When you meet the interviewer, you should stand until the interviewer asks you to sit. Do not lean on the desk or against the wall.

5. Be courteous.

6. Show interest and enthusiasm for the job you are seeking. Asking questions during an interview shows that you are interested in the job.

7. Be flexible but honest about the hours you are willing to work.

8. Watch your grammar. Avoid using slang or expressions such as , "Like..." , "You know...", or "Yeah.." Speak clearly.

9. Watch your posture. Don't slouch or appear overly relaxed. Show alertness and confidence.

First Impressions Are IMPORTANT!

Make Sure Yours is A Good One.

1. **Make sure you get a good night's rest the night before the interview.**

   A fatigued appearance says ,
   "This is not important."

2. **Dress Appropriately for the position for which you are applying.**

   NO jeans, sneakers, loud or faddish clothes or large jangly jewelry.

3. **Body Language should show confidence**

   Speak in a clear and distinct manner.

   Never chew gum.

> *"Success occurrs*
> *when opportunity*
> *meets*
> *preparation."*
>
> *Zig Ziglar*

Questions Most Asked In A Job Interview

1. Tell me something about yourself.

2. Why do you think we should hire you for this job?

3 What are your weaknesses and what are your strengths?

4. What are your long range and short range goals and objectives? When and why did you establish these goals and how you are preparing yourself to achieve them?

5. Why do you want to work for our company?

6. In what ways do you think you can make a contribution to our company?

7. What qualifications do you have that make you think that you will be successful in business?

8. What are your interests and hobbies? What clubs or organizations do you belong to?

9. How long do you plan to stay here if hired?

10. What jobs have you had? How did you obtain them? Why did you leave your last job?

11. Do you have any questions about the company or job?

Sample questions You Can Ask the Interviewer

1. Could you please describe the duties of the job?

2. What kind of performance standard do you expect of this position?

3. How many people work in this department?

4. What is your dress code?

5. Will I have an opportunity for advancement?

6. Do you have tuition reimbursement?

7. What are your working hours?

8. What is the hourly rate?

9. How are promotions determined?

10. How often are salaries reviewed and on what basis are raises given?

PENINSULA ACADEMIES
Sequoia High School Electronics Academy

STUDENT WORKER EVALUATION

DATE: ____________

Employment Rating Report for: ______________________________

Name of Firm: ______________________________

Address: ______________________________

Student's Job Title: ______________________ Contact Person: ______________

TO THE EMPLOYER: The above-named student was recommended for employment through the Peninsula Academies Program. The summer work experience is an integral part of this student's course of study in the Academies: this rating is essential in determining the progress made by this student on the job. Please rate the student worker in each area below on a scale of 1 to 5 (1-lowest, 5-highest). The statements after the numbers are only suggested interpretations. PLEASE PLACE A CHECK MARK IN FRONT OF THE NUMBER THAT BEST DESCRIBES THE STUDENT EMPLOYEE. Use the space provided for any additional comments regarding specific job skills, basic communications and mathematics skills, or general remarks. Thank you.

1. ACCURACY OF WORK

___1. Careless/makes many errors
___2. Work frequently must be redone
___3. Work usually passable
___4. Careful/makes few errors
___5. Consistently accurate

2. CARE OF WORKING AREA

___1. Always untidy
___2. Not very clean & tidy
___3. Reasonably clean & orderly
___4. Very clean & tidy
___5. Exceptionally clean & orderly

3. USE OF EQUIPMENT/MATERIALS

___1. Rough & wasteful
___2. Sometimes careless
___3. Exercises adequate care
___4. Careful & economical
___5. Very careful & economical

4. SPEED IN PERFORMING DUTIES

___1. Very slow
___2. Slow
___3. Adequate
___4. Fast
___5. Exceptionally fast

5. USE OF WORKING TIME

___1. Very wasteful
___2. Wastes time occasionally
___3. Usually keeps busy
___4. Always busy
___5. Busy & productive

6. JOB LEARNING & APPLICATION

___1. Little or no learning
___2. Learns with difficulty
___3. Adequate
___4. Learns with ease
___5. Exceptional ability

7. RELIABILITY

___1. Unreliable
___2. Somewhat dependable
___3. Usually dependable
___4. Dependable & conscientious
___5. Exceptionally dependable & conscientious

8. INITIATIVE

___1. Doesn't exhibit any
___2. Waits for others to get started
___3. Sometimes initiates
___4. Needs little direction
___5. Unusually self-motivated/creative

9. ATTENDANCE

____1. Infrequent & sporadic
____2. Absent often
____3. Absent occasionally
____4. Seldom absent
____5. Never absent

10. PUNCTUALITY

____1. Frequently late
____2. Often late
____3. Late occasionally
____4. Seldom late
____5. Never late

11. ATTITUDE TOWARD JOB & TRAINING

____1. Disinterested in job & training
____2. Accepts training with reservations
____3. Shows varied degree of motivation
____4. Interested & well motivated
____5. Exceptionally interested & motivated

12. ATTITUDE TOWARD CO-WORKERS

____1. Does not get along
____2. Poor or no interaction
____3. Gets along satisfactorily
____4. Works well with others
____5. Excellent relationships

13. ATTITUDE TOWARD SUPERIORS

____1. Disrespectful/resentful
____2. Poor or no interaction
____3. Cooperates when asked
____4. Cooperates willingly
____5. Very respectful/helpful

14. SAFETY

____1. Ignores safety rules
____2. Often careless
____3. Takes average precaution
____4. Safety conscious
____5. Unusually safety conscious

15. PERSONAL APPEARANCE

____1. Slovenly and/or improperly dressed for job
____2. Often untidy
____3. Acceptable dress & grooming
____4. Neat, well groomed & in good taste
____5. Exceptionally well groomed & in good taste

16. GENERAL ESTIMATE

____1. Unsatisfactory
____2. Fair
____3. Good
____4. Very good
____5. Outstanding

ADDITIONAL COMMENTS:

RATED BY____________________ FOR PERIOD FROM____________ TO____________ 19___

TITLE:______________________________ TELEPHONE:______________

Is person rating student the student's immediate supervisor? yes___ no___

PLEASE RETURN COMPLETED FORM TO: Leslie Hurdy, Sequoia High School
Broadway and Brewster
Redwood City, CA 94062

HOLYOKE COMMUNITY COLLEGE
Cooperative Education Evaluation

Student ______________________ I. D. No. ______________________

Company ______________________ Supervisor ______________________

Coordinator ______________________ Semester ______________________

Instructions: Please circle the number which best represents the level of student performance using the following scale:

RATING IDENTIFICATION

- **5 - Outstanding** - Performance is exceptional in all areas and is clearly superior to others.
- **4 - Very Good** - Results clearly exceed most position requirements. Performance is of high quality and is achieved on a consistent basis.
- **3 - Good** - Competent levels of performance that consistently meet job standards.
- **2 - Improvement Needed** - Performance is deficient in certain areas and improvement is needed.
- **1 - Unsatisfactory** - Results are generally unacceptable and require immediate improvement.

This rating sheet is used to evaluate a student's performance and to help students improve future performance.

Dependability

Punctuality

Always on time	5
Rarely late	4
Occasionally late	3
Frequently late	2
Always late	1

Attendance

Never absent	5
Rarely absent	4
Average attendance	3
Below-average attendance	2
Consistently poor attendance	1

Gives notification Y ___ N ___

Personal Qualifications

Relations with Others

Shows exceptional tact and courtesy	5
Does well in relating to others	4
Usually gets along satisfactorily	3
Has some difficulty in getting along with others	2
Does poorly in relating to others	1

Personality

Exceptional	5
Always makes good impression	4
Usually makes good impression	3
Makes fair impression	2
Makes poor impression	1

Job Performance

Quality

Excellent - work generally error free	5
Very Good - few errors	4
Average number of errors	3
Below average - fairly inaccurate	2
Consistently poor	1

Capacity

Ability to Learn

Exceptional	5
Above average	4
Average	3
Somewhat slow in learning	2
Very slow in learning	1

Judgment

Exceptional judgment in making decisions	5
Above-average judgment in making decisions	4
Average judgment in making decisions	3
Often uses poor judgment	2
Consistently uses poor judgment	1

Attitude Toward Job

Interest/Enthusiasm

Outstanding enthusiasm	5
Very interested and enthusiastic	4
Shows average interest	3
Shows variable interest	2
Shows little or no interest	1

Responsibility

Seeks additional responsibilities	5
Accepts responsibilities with enthusiasm	4
Accepts responsibilities willingly	3
Reluctant to accept responsibilities	2
Refuses to accept responsibilities	1

Quantity

Excellent in completing assigned and extra tasks	5
Consistently produces more than average	4
Produces average amount of work	3
Sometimes does not complete assigned tasks	2
Consistently does not complete assigned tasks	1

Comments section - (Please comment generally as well as on the student's field of expertise.)

What specific strong points does the student possess?

In what areas does the student need to improve?

______________________ Date

______________________ Evaluator

[Have you discussed this evaluation with the student? yes___ no___]

[COPIES. White--School Canary--School Pink--Employer]

East Side
Electronics Academy
East Side Union High School District
830 N. Capitol Ave.
San Jose, CA 95133
(408) 272-6476

Peninsula
Computer and Electronics Academies
Sequoia Union High School District
480 James Ave.
Redwood City, CA 94062
(415) 365-6367

Revised 9/15/92

Mentor Program

Handbook of Roles and Responsibilities

Partnership Academies

East Side Academy
Independence High School
William C. Overfelt High School
Silver Creek High School

Peninsula Academies
Sequoia High School

The Academy Program

THE ACADEMY PLAN

The Academy program is an Industry/ School Partnership program that will graduate students with academic and job skills.

GOALS

Work cooperatively with local Business/ industries within the framework of the public schools to provide a bridge to carry students from school to employment and/or higher education.

Serve youth who may not be succeeding in traditional school programs and who lack employable skills.

Meet the vocational and career goals of Academy students with skilled/semi- skilled positions in local companies and/or a post-secondary educational program.

Confront the problem of youth unemployment.

OBJECTIVES

Improve attitudes towards school and learning
Improve academic performance
Improve self-esteem
Develop job and work skills
Develop knowledge of the field of employment
Develop viable career paths

SPECIAL FEATURES OF THIS PROGRAM ARE.

A team of math; science; language arts and electronics teachers for all three years
The ability to adapt to individual needs
Small class size
Individual counseling
Individual tutoring
Monitoring of student attendance and performance
Frequent parent contacts

THE PROGRAM IS DESIGNED FOR STUDENTS WHO:

- Are struggling in school
- Are not working to their potential
- Want to learn
- Are not afraid of hard work
- Want to enter the work force or post-secondary education upon graduation
- Need an educational program that combines math, science, language arts and electronics in one program

HOW INDUSTRY WILL PARTICIPATE

- Curriculum advisors
- Donation of equipment
- Mentors for students
- Summer jobs
- Field trips
- Jobs for qualified graduates
- Operational committee membership

MORE ABOUT THE PROGRAM

The Academy is a school-within-a-school that uses a team approach to learning. Selected students progress through this three year program with an Academy team of instructors, counselors and industry experts from the fields of math, science, language arts, and electronics. The Academy approach is not new. It is patterned after existing successful models. The program integrates personal contact, a challenging and relevant curriculum, and close ties between parents, school and the private sector. Research shows us that the Academy concept works. We find that: 1. previously under-achieving students are now achievers, 2. graduates are doing well in the high technology industry work force and/or post-secondary education.

The Academy Programs meet all District and State graduation requirements.

The justification of having special Academy classes for English, mathematics and science is that the course contents will provide the foundation to support the increasing demands of the electronics industry. This technology-oriented curriculum features a hands-on practical approach that reinforces the career component of the program.

Mentor

Role

A professional/social role model,
A resource from which to draw insight and
A contact who is knowledgeable about industry occupations

Responsibilities

- Participate in mentor/student match-up and end-of-the-year recognition event
- Phone student's parents after mentor/student match-ups in October, make introductions and let parents know of planned activities
- Participate with student in one activity per month
- Take initiative to contact students, follow through with commitments contact student with any changes
- Communicate immediately to student, teacher, mentor coordinator any changes (address, phone #, etc.) or the need to drop from the program
- Communicate questions, concerns, changes immediately to Mentor Coordinator
- Speak with student's designated teacher (s) at least once per month (or as needed)
- Visit student's school at least one time during school year
- Contact school and reconfirm date and time of scheduled activity with student

Mentor Coordinator

Role

Main company contact for:
Your Company/Site Mentors
Academy Teachers
Industry Liaison /District Coordinator.

Responsibilities

- Attend mentor coordinator meetings (called as needed by liaison/district coordinator) to help organize and coordinate industry activities and events
- Coordinate industry activities for/with industry site mentors and students
- Maintain communication with company/site mentors
- Serve as a contact person for company/site mentors to address issues, concerns, questions, etc.
- Keep current status of mentors and communicate changes immediately to district office academy secretary
- Host site mentor meetings with teachers for communication, idea exchange and support
- Recruit mentors at the industry site
- Serve as a source of information for the company/site mentor program

Teacher

Role

The school contact for students and mentors involved in the Academies mentor program

Responsibilities

- Inform students of their roles and responsibilities as a mentee
- Match mentors and students according to interest forms
- Set up the mentor match-up at the school and facilitate the introduction of the new mentors to their students
- Arrange subsequent activities at the school site according to the accepted calendar of activities (as agreed upon by mentor coordinators and school personnel)
- Communicate with students on a regular basis (monthly) regarding individual concerns with individual mentors
- Communicate with mentors on a regular basis (monthly or as needed) regarding individual concerns with individual students
- Attend industry site meetings with mentors in order to discuss problems and concerns
- Facilitate in-class student journals which serve to log the individual students mentor/student activities
- Inform mentors of school activities by:
  - a. School calendar
  - b. Newsletters or bulletins that highlight activities (company featured, mentor/student activities, etc.)
  - c. Invitations, phone calls
- Monitor additional activities (e.g. building a project together, mentor/student club, showing projects at a fair)

Industry Liaison/District Coordinator

Role

Contact person for schools and industry to ensure th success of Academy activities

Responsibilities

- Coordinate communications between Academy and industry
- Oversee the mentor program
- Organize, facilitate, and summarize mentor coordinator meetings
- Maintain communication with mentors via mentor coordinators, phone contact, company visits, etc.
- Facilitate individual mentor and student concerns regarding program
- Assist with organization of school site communications and specific activities
- Facilitate the process of recruiting mentor coordinators and mentors
- Support and maintain the integrity of the mentor program; keep status current; communicate change

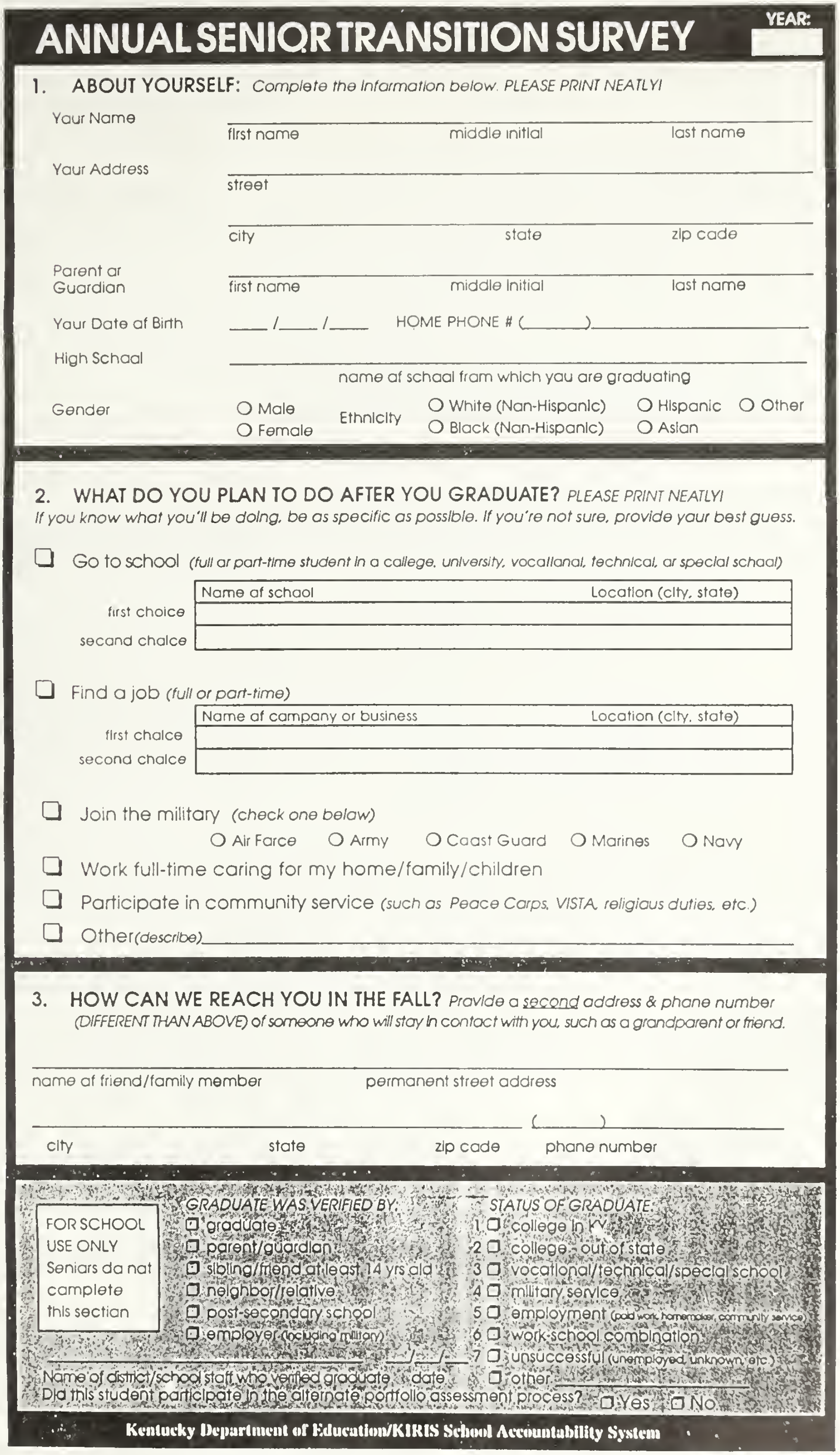
Student

Role

Academy Representative

Responsibilities

- Contact individual mentor at least once a month
- Encourage mentor visits to school for special occasions (e.g. academy awards, holiday brunch, student shadowing)
- Correspond in writing at appropriate imes (e.g. invitations, acknowledgment letters, etc.)
- Log student/mentor activities on a consistent basis
- Uphold the integrity of the mentor program by honestly communicating to the academy teacher the scheduled mentor activities
- Encourage new people to participate in the mentor program
- Keep scheduled appointments, meetings, etc. with mentor
- Communicate any changes to mentor (e.g. meeting time, phone number, address, etc.)



ANNUAL SENIOR TRANSITION SURVEY

YEAR: ______

1. ABOUT YOURSELF: *Complete the information below. PLEASE PRINT NEATLY!*

Your Name ____
first name middle initial last name

Your Address ____
street

____
city state zip code

Parent or Guardian ____
first name middle initial last name

Your Date of Birth ____/____/____ HOME PHONE # (______)________________

High School ____
name of school from which you are graduating

Gender ○ Male ○ Female

Ethnicity ○ White (Non-Hispanic) ○ Black (Non-Hispanic) ○ Hispanic ○ Asian ○ Other

2. WHAT DO YOU PLAN TO DO AFTER YOU GRADUATE? *PLEASE PRINT NEATLY!*

If you know what you'll be doing, be as specific as possible. If you're not sure, provide your best guess.

☐ Go to school *(full or part-time student in a college, university, vocational, technical, or special school)*

	Name of school	Location (city, state)
first choice		
second choice		

☐ Find a job *(full or part-time)*

	Name of company or business	Location (city, state)
first choice		
second choice		

☐ Join the military *(check one below)*
○ Air Force ○ Army ○ Coast Guard ○ Marines ○ Navy

☐ Work full-time caring for my home/family/children

☐ Participate in community service *(such as Peace Corps, VISTA, religious duties, etc.)*

☐ Other *(describe)* ____

3. HOW CAN WE REACH YOU IN THE FALL? *Provide a second address & phone number (DIFFERENT THAN ABOVE) of someone who will stay in contact with you, such as a grandparent or friend.*

____
name of friend/family member permanent street address

____ (______)________________
city state zip code phone number

FOR SCHOOL USE ONLY
Seniors do not complete this section

GRADUATE WAS VERIFIED BY:
☐ graduate
☐ parent/guardian
☐ sibling/friend at least 14 yrs old
☐ neighbor/relative
☐ post-secondary school
☐ employer (including military)

____ ___/___/___
Name of district/school staff who verified graduate date

STATUS OF GRADUATE:
1 ☐ college in KY
2 ☐ college - out of state
3 ☐ vocational/technical/special school
4 ☐ military service
5 ☐ employment (paid work, homemaker, community service)
6 ☐ work-school combination
7 ☐ unsuccessful (unemployed, unknown, etc.)
☐ other ______________

Did this student participate in the alternate portfolio assessment process? ☐ Yes ☐ No

Kentucky Department of Education/KIRIS School Accountability System

FOR LOCAL USE - DO NOT RETURN TO KDE OR FWL

SOURCE: High School Graduate Tracker's Guide, prepared by the Far West Laboratory for the Kentucky Department of Education.

BOSTON PUBLIC SCHOOLS CLASS OF 1993 SURVEY

Hello, may I speak with (name of Graduate)? This is (**interviewer's name**) from the (name of the high school). We know you graduated from (name of high school) last June and we are calling to find out what you are doing and if we can help you in any way. The questions should only take about five minutes. I hope you will ask me questions as well.

1. Did you participate in the P.I.C. Summer Jobs Program or Collaborative Program(Work Study)?

YES	1
NO	0

2. If yes, which one did you participate in?

P.I.C. SUMMER JOBS PROGRAM	1
COLLABORATIVE PROGRAM(WORK STUDY)	2
BOTH	3

3. Did you visit the Higher Education Information Center at the Boston Public Library at Copley Square at anytime when you were in high school?

YES	1
NO	0

4. Did you work during senior year?

YES	1
NO	0

5. If yes, how many weeks did you work?____________________________

6. Since you left High School have you attended a College, Business or Vocational School from which you have left without completing

Yes	1
No	0

7. If yes, what school or college did you attend?__________________________________

8. If yes, why did you leave school?

Did not have enough money	1
Lost interest	2
Wanted work	3
Did not like school	4
Pregnancy	5
Illness	6
Academic Failure	7
Other (please describe)	8

9. What are you doing now? **ENTER THE APPROPRIATE NUMBER**

1. SCHOOL & WORK	1	ANS. QUES. 10-22
2. WORK ONLY	2	ANS. QUES. 16-22
3. SCHOOL ONLY	3	ANS. QUES. 10-15
4. MILITARY	4	ANS. QUES. 23
5. NOT EMPLOYED BUT LOOKING FOR WORK	5	ANS. QUES. 24-27
6. NONE OF THE ABOVE (I.E. IN HOME TAKING CARE OF FAMILY, DO NOT WANT TO WORK AT THIS TIME)	6	ANS. QUES. 28-30

……

SCHOOL OR TRAINING STATUS:

10. What type of school are you attending?

College (4 or more years)	1
Junior/Community College (2 years)	2
One Year (or less)Training Program	3
Prep School	4

11. Name of school or training program_______________________________

12. Are you attending school full-time or part-time?

Full-time	1
Part-time	2

13. Are you receiving financial aid? (Scholarship, Loans, Grants)

Yes	1
No	0

14. If yes, what type of financial aid are you receiving:_______________________

15. If no, did you apply for financial aid?

Yes	1
No	0

CHARACTERISTICS OF CURRENT JOBS:

16. For whom are you working?____
(name of company)

17. Describe company in terms of products or services. *SEE INDUSTRY CODE*

____

18. Briefly describe your job in terms of major activities. (JOB TITLE)

____

19. How many hours a week do you work?(ENTER ACTUAL HOURS)__________

0-9	1
10-20	2
21-30	3
31-40	4

20. What is your hourly wage? (Before taxes, and include tips, bonuses, and commissions)__________

21. What type of training, if any, have you received from your employer?

Basic Skills (Math, English, Reading)	1
Job Related	2
Apprenticeship Training	3
None	4

22. Do you receive tuition re-imbursement from your employer?

YES	1
NO	0

MILITARY SERVICE STATUS:

23. What branch of the service are you in?

Army	1
Navy	2
Air Force	3
Coast Guard	4
Marines	5
Reserves	6
Other	7

NOT EMPLOYED, BUT LOOKING FOR WORK:

24. How many weeks have you been looking for a job?______________________________

25. Are you seeking full-time or part-time work?

Full-time(35 or more hours per week)	1
Part-time(34 or less hours per week)	2

26. What have you done during the last four weeks to find work?

Telephoned or wrote to an employer	1
Talked (met in person) with an employer	2
Checked the help wanted ads	3
Checked with public/private employment agencies	4
Checked with friends/relatives	5
Other (please describe)	6
Nothing	7

27. Could you have taken a job last week if you had been offered one?

Yes	1
No	0

NOT WORKING/NOT IN SCHOOL/NOT IN MILITARY SERVICE:

28. Why are you not currently looking for work?

Family responsibilities, child care problems	1
Illness or Disability	2
Discouraged (looking for work but could not find a job)	3
Lack necessary schooling or training	4
Waiting to report to a new job or an old job	5
Waiting to report to military	6
Do not want to work at this time	7
Other	8

29. Do you intend to look for work during the next three months?

Yes	1
Maybe	2
No	3

30. Do you need assistance with:

Financial aid for school	1
Finding employment	2
Child care	3
School or training program	4
Other (please describe)	5
No assistance needed	6

Craftsmanship 2000

Job Description

POSITION:
Craftsmanship 2000 Program Administrator/Coordinator

RESPONSIBLE TO:
President, Craftsmanship 2000 Board of Directors

EDUCATION:
Minimum of Bachelor's Degree with Master's Degree preferred

CERTIFICATION:
None

EXPERIENCE
- minimum of three years' experience in similar occupation;
- project management experience (preferred);
- manufacturing or industrial work experience (preferred);
- recent experience or training using WordPerfect (preferred); and
- self-motivation and ability to work with minimum supervision

SKILLS
- organizational skills
- excellent interpersonal skills, especially in networking and collaborative relationships at all levels
- ability to coordinate design, sequence, and structure of outcome-based instruction
- ability to develop and supervise the completion of projects

OTHER
- creativity and initiative
- familiarity with educational institutions in Tulsa county and surrounding area

DEPENDABILITY
- work evenings or weekends when responsibilities require it
- participate in a variety of meetings and conferences in and out of state

PHYSICAL STANDARDS
- ability to read, research, and understand various materials related to a variety of occupational areas
- ability to travel between participating organizations and work with instructors in shop settings
- ability to go into shops and classrooms to work with a variety of instructors

EMOTIONAL EFFORT
Extreme. Frequent deadlines requiring a concentrated effort. Must work on a variety of projects with a wide variety of personalities and commitment.

Economic Development
Metropolitan Tulsa Chamber of Commerce
616 South Boston • Suite 100 • Tulsa, OK 74119-1298
(918) 585-1201 • (800) 624-6822
Fax (918) 585-8386

PRIMARY FUNCTION

Coordinate all activities of the Craftsmanship 2000 program, including:

- liaison with the Craftsmanship 2000 Board of Directors
- assist Board of Directors in developing Craftsmanship 2000 program
- coordinate activities of Craftsmanship 2000 Task Forces (committees)
- facilitate project design and completion
- coordinate curriculum design, development, and administration

ESSENTIAL JOB FUNCTIONS

MAJOR DUTIES

1. Assist in defining needs, establishing program goals, and formulating policies and procedures for recommendation to the Board of Directors.
2. Work with the Board of Directors in evaluating, implementing, and administering policies and procedures.
3. Prepare and submit reports and other documents as needed.
4. Participate in Craftsmanship 2000 meetings as needed.
5. Attend all regular special meetings of the Board of Directors.
6. Prepare and recommend an Operating Budget for the program to the Board of Directors.
7. Work with Marketing, Finance, and Education Task Force to plan and direct a program for the marketing, recruitment, selection, and orientation of the best qualified participants for the program.
8. Assist in screening, interviewing, and verifying credentials of apprenticeship applicants.
9. Assist in administering the educational stipends for the program (teachers and apprentices).
10. Work with educational institutions in the establishment, maintenance, and security of comprehensive student progress and record system.
11. Keep up-to-date records and time schedules for projects.
12. Plan and facilitate meetings as required.
13. Review and edit written material according to developed format.
14. Maintain an inventory of supplies and materials to support specifica projects.
15. Serve as a resource person for technical writers.
16. Maintain verbal and written communication with the President of the Craftsmanship 2000 Board of Directors and all parties involved in Craftsmanship 2000 regarding status of projects and other related work.
17. Work closely with all Craftsmanship 2000 partners to accomplish specific goals and objectives.
18. Maintain and improve professional competence through participation in professional activities.
19. Perform such other duties and assume such other responsibilities as may be required to accomplish the essential job functions as directed by the President of the Board of Directors.

RELATIONSHIPS

- √ Internal -- advise, consult, and coordinate with instructors, students, and Board of Directors; meet with staff and committees.
- √ External -- work with government, education, business, and industry in development of program and specific projects.
- √ State and National -- participate in state and national associations and conferences related to apprenticeship training.

OTHER JOB FUNCTIONS

1. Complete forms related to attendance, travel, and expenses.
2. Maintain professional dress and behavior at all times.
3. Perform such other duties and assume such other responsibilities as directed by the President of the Craftsmanship 2000 Board of Directors.

(created March 9, 1993)

Kent ISD KENT CAREER/TECHNICAL CENTER
1655 East Beltline, N.E., Grand Rapids, MI 49505 / (616) 364-8421

TITLE: AREA-WIDE PLACEMENT SERVICES COORDINATOR (I) 4/3- 9

POSITION CLASSIFICATION: Professional: Level 4/3

QUALIFICATIONS:

1. Must have a Master's degree from an accredited college or university.
2. Must hold a valid Michigan teaching certificate and have full or temporary Vocational Authorization.
3. Must have five years of experience three of which should be as a successful teacher, and two years experience in business/industry.
4. Must have demonstrated success in relating to students from a variety of cultural, ethnic and socio-economic backgrounds.
5. Must have some knowledge of State and Federal Labor Laws.
6. Must possess good communication skills and be able articulate with a variety people.

REPORTS TO: Assistant Director for Career/Technical Education.

SUPERVISES: Such Classified staff as may be assigned to the position.

JOB GOAL: To assist all juniors & seniors throughout Kent County by providing job placement in a specified Work-Based learning program such as: SHTWE, Co-op, internships/externships, and apprenticeships designated by their career choice.

PERFORMANCE RESPONSIBILITIES:

1. Contacts employers to identify job openings for part time and full time employment such as, SHTWE, Co-op internship/externships, and apprenticeships.
2. Imput job opening data into computer for job bank.

3. Follow up with students and employers on job referrals.

4. Visit local school districts and talk with the counselors about operating programs, recruiting students and student requirements for participating in one of the work-based learning programs.

5. Follows up on job placements as per state guidelines and coordinates services to students including assistance with job duties.

6. Supervisors and coordinates related training activities for all work-based learning programs.

7. Keeps accurate records of training agreements, training plans, curriculum records and work time sheets.

8. Reinforces and upgrades students employability skills outcomes with students.

9. Meet with Kent Skills Center staff regularly to promote program development and to keep staff appraised of new job openings.

10. Consults and acts as a liaison between schools, parents, governmental agencies, personnel, participants and others concerned with the programs.

11. Communicates to administrators any information that would be of concern with regard to all aspects of the program.

12. Responsible for writing designated outcomes specific to the work-based learning program.

13. Responsible for scheduling time spent in constituent districts and time spent with employers as well as in the office for the efficient handling of assigned duties.

14. Responsible for being computer literate to perform office duties.

15. Responsible for Setting up and coordinating county wide committee for program development.

16. Responsible for developing brochure, writing articles, and developing curriculum guide for the work-based learning programs.

17. Responsible for promoting the Applied Technology Curriculum to local districts and local employers.

PRO
TECH

Education at Work

JOB DESCRIPTION: ProTech Project Coordinator

GENERAL DESCRIPTION: The project coordinator provides and coordinates overall counseling, guidance and support for ProTech students, at school and in the work environment.

REPORTS TO: ProTech Project Director

GENERAL RESPONSIBILITIES and PROJECT ACTIVITIES:

1. Provides students with career and social counseling regarding school, work, and college.
2. Prepares students for world-of-work through individual and group sessions.
3. Team leader and coordinator for school/employer ProTech workgroups.
4. Insures appropriate communication among all team members.
5. Provides crisis intervention when necessary for student at school and work.
6. Develops and maintains Personal Growth Plans for each student.
7. Conducts bi-weekly meetings with each student for update & review.
8. Conducts monthly meetings with supervisors to review progress at work.
9. Conducts weekly meetings with school team, including the headmaster, ProTech teachers, guidance counselors, etc.
10. Reviews and collects student information regarding characteristics and eligibility, school and worksite performance, positive and negative outcomes attributable to worksite experiences, etc.
11. Coordinates recruitment, selection and placement of new ProTech students.
12. Serves as member of ProTech team, participating in all operational meetings.
13. Participates on various ProTech workgroups with employers, schools, etc.
14. Serves and presents as a representative of ProTech at various functions such as seminars, conferences, etc.
15. Other duties as assigned by Project Director.

DESIRED QUALIFICATIONS:

1. Experience working in counseling/support setting for adolescents.
2. Strong oral and written communication skills.
3. Strong interpersonal skills indicating an ability to work well with students, parents, and program, hospital and school personnel.
4. Ability to perform multiple and varied tasks in a fast-paced environment.
5. Strong organizational skills.
6. Masters or appropriate baccalaureate degree with a minimum of four years related work experience.

7/8/92

Project ProTech, Boston Private Industry Council, 2 Oliver Street, Boston, MA 02109
Telephone (617) 423-3755 Fax (617) 423-1041

APPENDIX C: A GLOSSARY OF PROGRAM TYPES AND TERMS

all students
- male and female students from a broad range of backgrounds and circumstances;
- includes disadvantaged students, students from diverse racial, ethnic, or cultural backgrounds, students with disabilities, school dropouts, students with limited English proficiency, and academically talented students.

alternative schooling programs
- responsibility and accountability for dropout recovery;
- remediation and case-managed social services to get youth into a school-to-career pathway.

career academies
- school-within-a-school program ranging from two to four years;
- generally focus on developing the skills of at-risk students in an occupational cluster;
- school-based with strong links with employers;
- usually offer summer jobs and brief internships during the school year;
- offer small classes with individual attention;
- emphasize a strong applied academic curriculum.

cooperative education
- classroom instruction with structured, paid work experience in a related occupational field;
- students earn high school credit while on the job;
- jobs secured by written cooperative agreements between schools and employers;
- no specified integration between classroom activity and work experience.

middle college high schools
- collaborations between high schools and community colleges to prevent students with college potential from dropping out;
- connect high school students with community college facilities and resources;
- offer small classes and individual attention with strong emphasis on career development;
- focus is on academic rather than vocational curriculum;
- internships offered to students within their field of choice.

nontraditional careers or occupations
- for women, fields that have been traditionally occupied by men, e.g. automotive technology, carpentry, electronics, drafting, construction, metalworking;
- for men, fields that have been traditionally occupied by women, e.g. health occupations, fashion/interior design, cosmetology.

pre-apprenticeship

- work preparation model housed in vocational programs;
- students enter into a registered apprenticeship slot in their industry of choice in senior year and continue after graduation;
- students maintain part-time job during senior year.

Tech Prep

- links the last two years of high school with two years of college or technical school, in an articulated, sequenced curriculum;
- leads to an associate's degree;
- offers students the opportunity to take advanced technical courses at the high school level and receive college credit upon completion;
- strong applied academic focus;
- may have limited work experience component.

technical–vocational magnets

- specialized schools operating vocational or occupational programs of study, often with co-op programs;
- amount of work experience and degree of academic–occupational integration varies with industry and school structure;
- may offer college preparation program or have formalized articulation agreements with post-secondary institutions.

youth apprenticeship

- employers provide paid work experience and guided worksite learning;
- schools integrate academic with vocational learning;
- school and workplace learning are coordinated and integrated;
- programs articulate high school and postsecondary learning and are at least two years in duration;
- completers receive widely recognized credentials of both academic and occupational skill mastery.

other career development programs and resources

- career exploration and job shadowing experiences—starting in the middle school years;
- preparation of an individualized career development and educational plan, which is adjustable to incorporate subsequent courses, part-time jobs, internships, etc.;
- job readiness and pre-employment training;
- understandable, accurate career information.

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- Boston PIC Extended Compact (Boston, MA)
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- Business-Education Compact (Beaverton, OR)
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  - Bud Steuart
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  - Leslie Jakeway
  - Susan Richvalsky
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  - Sandy Standish
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  - Paul Bento
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